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*PORTUGUESE GRAMMAR*



# PORTUGUESE GRAMMAR

*By*

E. C. HILLS, J. D. M. FORD

*and*

J. DE S. COUTINHO

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*Revised by* L. G. MOFFATT

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## PREFACE

THE present revised edition makes no attempt to effect any fundamental changes in the standard edition of the *Portuguese Grammar* of Hills, Ford, and Coutinho. It will be noted, however, that there has been some stressing of Brazilian usage, especially when, as in the Phonetic Introduction, it varies from European Portuguese usage. Such variation is of limited extent and hardly clashes with the norm as observed in the motherland. Purposely, the vocabulary has been made one of present-day intercourse, and the conversational form has been adopted in the word lists and exercises of the different lessons. In addition to this, we have completed each lesson, after the first five, with short passages in Portuguese in order to introduce the student to the reading of the language as quickly as possible and to acquaint him with certain features of Brazilian geography, history, and life.

Without the sympathetic and invaluable help of Professor J. D. M. Ford, one of the authors of the original edition, this present edition would scarcely have been possible. Whatever good there is in it must be attributed in large part directly to him, who gave so generously of his time and labor. I am also deeply indebted to Dr. A. R. Nykl of Harvard University for the many useful suggestions he furnished as the result of the use of the former edition in the classroom, and to Dr. J. R. Reid, of Harvard University also, for reading the proof and offering helpful criticism.

Warmest thanks are due also to the publishers and their modern language staff for their patience, counsel, and constructive criticism, in particular to Dr. José Padín, whose guiding hand in all phases of this revision is hereby gratefully acknowledged.

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L. G. M.

*University of Virginia*

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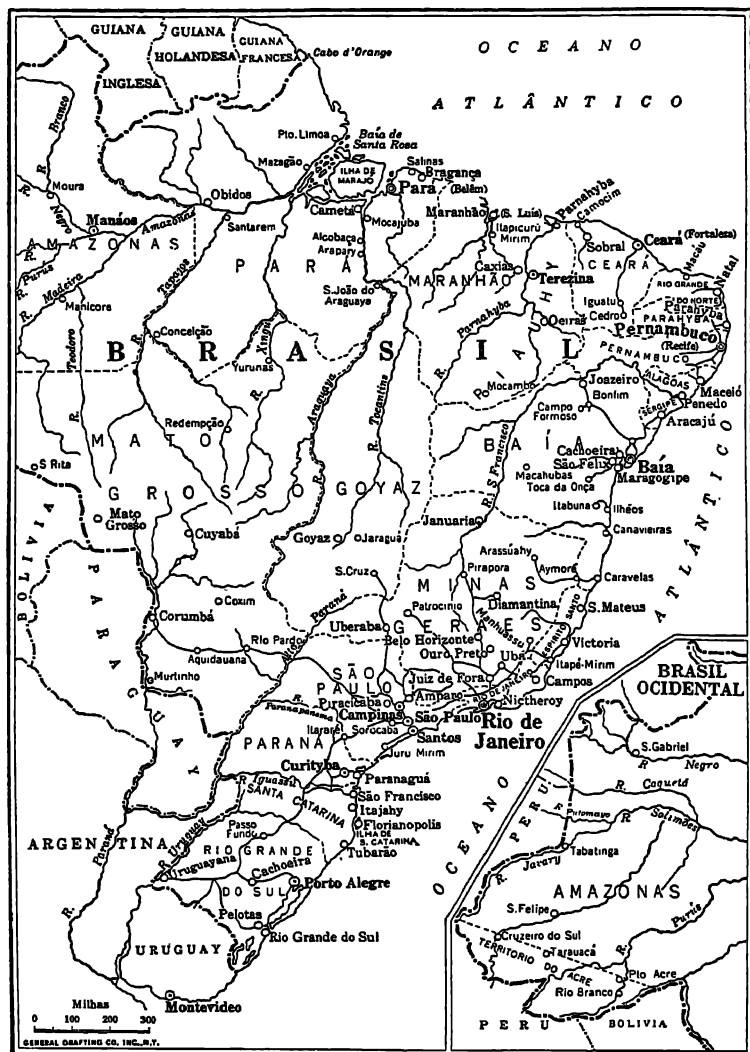
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MAPA DO BRASIL

## INTRODUCTION

1. The language of the educated native of the region including Coimbra and Lisbon is generally regarded as standard Portuguese. There are, of course, dialect differences of pronunciation in the motherland, Portugal, but they are not so marked as to make it impossible for an inhabitant of any one part of the country to understand an inhabitant of any other part. The speech of the cultured Brazilian, while having its own peculiarities, does not differ in essentials from that of the educated Portuguese.

The phonetic system of Portuguese is considered the most complex of all the Romance languages. To attempt to set forth all the variations in pronunciation and the fine technical phonetic distinctions would be confusing as well as disheartening to the student who is commencing his study of the language. Hence, in the discussion which follows we have attempted to reduce the phonetic system of Portuguese to its simplest elements, without prejudice, however, to approximate accuracy. Furthermore, we base it generally on cultured Brazilian usage, as it is with our southern neighbor that our students will presumably have most contact. A more complete exposé will be found in the Appendix. After the elementary phonetics have been thoroughly assimilated, this may be used for more detailed study and for reference.

### The Alphabet

2. The following list gives the signs composing the Portuguese alphabet, with the Portuguese names for them:

a (á)	g (gê)	l (éle)	q (quê)	v (vê)
b (bê)	h (agá)	m (éme)	r (érre)	w (vê dobrado)
c (cê)	i (i)	n (éne)	s (ésse)	x (xis)
d (dê)	j (jota)	o (ó)	t (tê)	y (ípsilon)
e (é)	k (ká)	p (pê)	u (u)	z (zê)
f (éfe)				

All the letters are masculine in gender, thus: o a, o b, o c, etc. The digraphs **ch** (*cê agá*), **lh** (*êle agá*), and **nh** (*êne agá*) should properly be regarded as individual signs in the alphabet, since they denote simple sounds. A simple sound is also indicated by **ç** (c with a cedilla, = ss). Until recently **ph**, **th** and "hard" **ch** (different from the **ch** just mentioned, = English *sh*) occurred in certain words of Greek origin with the values of **f**, **t**, and **k**: **philosophia**, **theatro**, **monarcha**, **máquina**. In the reformed spelling **ph** is supplanted by **f**, **th** by **t**, and "hard" **ch** by **c** or (before e or i) by **qu**: hence **filosofia**, **teatro**, **monarca**, **máquina**. In the words in which **y** occurs (they are chiefly of Greek origin) it has the values of Portuguese **i**, and in the reformed spelling it is eliminated entirely in favor of **i**.

## Pronunciation and Phonetic Symbols

### SOME PHONETIC SYMBOLS

a like <i>a</i> in <i>part</i>	u like <i>ou</i> in <i>boulevard</i>
ɐ " a " <i>above</i>	ʊ " w " <i>west</i>
ɛ " e " <i>bet</i>	ʃ " sh " <i>shall</i>
e " e " <i>they</i>	ʒ " z " <i>azure</i>
ɪ " i " <i>fish</i>	ɫ " li " <i>million</i>
i " ee " <i>see</i>	ŋ " ng " <i>sing</i>
o " o " <i>sort</i>	ɲ " ni " <i>onion</i>
o " o " <i>note</i>	

### VOWELS

3. a. This letter when accented generally has the following values:

a) An open sound, similar to the *a* of the English word *part*. Phonetic symbol [a].

lado [ladu], *side*; casa [kazɐ], *house*

b) A close or "slurred" sound, approximate to the *u* of the English word *cut*, or the *a* in *above*. This is the usual value of unaccented **a**, or accented or unaccented **a** before intervocalic **m**, **n**, **nh**. A few words which have no stress in the sentence also possess this "neutral" sound. Phonetic symbol [ɐ].

saber [sɐber], *to know*; porta [portɐ], *door*; cama [kɐmɐ], *bed*; aranha [ɐɾɐɲɐ], *spider*; cada [kɐdɐ], *each*

4. e. When stressed this letter has two general values:

- a) An open sound, as in English *bet*. The open value is also possessed by unaccented e before final l or l plus consonant. Phonetic symbol [ɛ].

pé [pɛ], *foot*; pedra [pedrɛ], *stone*; amável [ɐmavɛl], *lovable*

- b) A close sound, like the first part of *ey* in English *they* (but without the final *i* or *y* glide). Phonetic symbol [e].

sêde [sedɨ], *thirst*; fazer [fɛzɐr], *to do*

- c) When unaccented, e has two or three slightly different "slurred" or "neutral" pronunciations. For practical purposes, we may say that its pronunciation is then between the sound of *u* in English *suppose* and that of the *i* of *fish*. This is generally the sound of unaccented e at the end of a word, within a word, and initial; or when accented before a palatal consonant. It may be almost silent at the end of words. See the Note at the head of the Vocabulary. Phonetic symbol [i].

arte [artɨ], *art*; pedir [pidɨr], *to ask*; feito [fɛitɨ], *effect*; extremo [ɨstremu], *extreme*

5. i. When accented, this letter has one usual value:

- a) A close sound, approximately that of the *ee* in English *see*, except before final l or l plus consonant, when it is pronounced very much like the English *i* in the same conditions. Phonetic symbol [i].

ouvi [ovi], *I heard*; mil [mil], *thousand*

- b) When unaccented preceding a stressed i, or in the weak part of a diphthong, the i is pronounced somewhat like the e in § 4, c above, and the same phonetic symbol is used, [i]. In all other cases the unaccented i is pronounced like the accented. At the end of a word, it may be almost silent.

vizinho [vizinu], *neighbor*; pai [pai], *father*; dizer [dizer], *to say*

6. o. When accented, this may have two values:

- a) An open sound, approximately that of the *o* in English *sort* or of *aw* in English *saw*. Phonetic symbol [ɔ].

bola [bolɔ], *ball*; dó [dɔ], *compassion*

- b) A very close sound, like that of the *o* in English *note*, but without the *u* or *w* glide of the latter sound. Phonetic symbol [o].

bôca [bokə], *mouth*; flor [flor], *flower*

- c) When unaccented, it is like the *ou* of English *boulevard*; it is short and only slightly uttered at the end of a word (see the Note at the head of the Vocabulary). The definite article, *o*, *os*, which has no sentence stress, regularly has this value. Phonetic symbol [u].

orelha [urɛʎə], *ear*; caso [kazu], *case*

7. *u*. This has approximately the sound of *oo* in English *boot*, but without the *u* or *w* glide of the latter; when unaccented, it is pronounced shorter than in the accented position. Phonetic symbol [u].

lua [luɐ], *moon*; chuva [ʃuvɐ], *rain*

As the unaccented part of a diphthong, it has the value of English *w*. Phonetic symbol [ũ].

água [agũɐ], *water*; qual [kũal], *which*

#### DIPHTHONGS

8. A diphthong is the pronunciation in one syllable of two vowel sounds. One of the vowels bears the stress, and the other becomes semiconsonantal or weak. The weak element is always the *y* or *w* sound of *i* or *u*, which we denote phonetically by the symbols [ĩ, ũ]. Only a few cases of *e* for *i* or *o* for *u* now remain, as according to the reformed spelling they were replaced by *i*, *u*. (Thus *tais* for the older *taes*, *azuis* for *azues*; *pau* for *pao*, *chapéu* for *chapeo*.) But the *e*, *o* remain in the nasal diphthongs *ãe*, *õe*, *ão*.

9. The diphthongs may be considered in four groups:

- a) With *i* as the second and weak element:

ai. This is pronounced very much like the *ie* of English *pie*. Unaccented, the *a* has the close sound of [ɛ] (see § 3, b). Phonetically, we write the accented form [ai], the unaccented [ɛi].

pai [pai], *father*; pairar [pɛrar], *to sustain*

ei. This may have two values for the e: open [eɪ] (in which case it bears an acute accent), or close [e̞]. The close sound [e̞] is very similar to the *ay* of English *pay*.

papéis [pəpɛis], *papers*; leite [lɛit̃], *milk*; primeiro [pɹimeɹu], *first*

oi. This may have two values for the o: open o (when it bears an acute accent), as in *oy* of English *boy* but with the o more like the *aw* of English *saw*; close o, as *oi* in English *Lois*. The phonetic symbols for the two are: [oɪ, o̞].

faróis [fəro̞is], *lanterns*; boi [bo̞i], *ox*; oiro [o̞iru], *gold*; oito [o̞tu], *eight*

It should be noted that there is an alternative spelling and pronunciation for oi: this is ou, now not a diphthong but a simple vowel, pronounced as close o. In many words it is immaterial whether we write oi or ou and pronounce oi or o. In this text we shall always prefer the oi spelling and pronunciation when it is permissible, reserving the spelling ou, with the close o in pronunciation, for those cases where it is mandatory, as in the pretérito indicative, third singular, of verb endings, etc. Thus we give coisa [ko̞zɐ], oiro [o̞iru], instead of cousa [kozɐ], ouro [oru], but amou [ɐmo], *he loved*, is never amoi.

ui. Similar to *oui* in English *Louis*. Phonetically [u̞i].

fui [fu̞i], *I was*; azuis [ɛzu̞is], *blue*

b) With u as the second and weak element:

au. As *ow* in English *how*. Phonetically [aũ].

causa [kaũzɐ], *cause*; cautela [kaũtɛlɐ], *caution*

eu. The e may be either open [ɛũ] (indicated by an acute accent), or close [ɛ̞ũ].

céu [sɛũ], *sky*; chapéu [ʃɛpɛũ], *hat*; meu [mɛũ], *my*; temeu [tɛmɛũ], *he feared*

iu, io. Phonetically [iũ].

viu [viũ], *he saw*; frio [friũ], *cold*

- c) With **i** or **e** (both phonetically **ĩ**) as the first and weak element:

**ia.** Stressed this is [ia]; unstressed [ĩɐ].

diabo [diabu], *devil*; glória [glorĩɐ], *glory*

**ea.** As above.

real [rĩal], *true, real*; rédea [redĩɐ], *rein*

**ie.** Phonetically [iɐ]. When unstressed, the **e** is pronounced more softly.

dieta [dĩetɐ], *diet*; série [serĩɐ], *series*

**io, eo.** The **o** may be either open or close [ĩo, io]. When the diphthong is unstressed, it is pronounced [ĩu].

miolos [mĩolus], *brains*; miolo [mĩolu], *crumb*; vários [varĩus], *several*; férreo [ferrĩu], *of iron*

- d) With **u**, **o** (both phonetically **ũ**) as the first and weak element:

**ua, oa.** Stressed [ũa] as the *wa* in English *watt*; unstressed the **a** is [ɐ].

quatro [küatru], *four*; quarenta [küərẽntɐ], *forty*; soar [sũar], *to sound*; soará [sũera], *it will sound*

**ue, oe.** The **e** may be either open or close [ũɛ, ũe].

sueco [sũeku], *Swedish*; poema [pũemɐ], *poem*

**ui, oi.** Phonetically [ũi].

ruido [rũidu], *noise*; moinho [mũĩru], *mill*

#### TRIPHTHONGS

10. Three adjacent vowels may combine into a single syllable to form a triphthong. The middle vowel is always **a**, **e**, or **o** and has the stress.

leais [lĩaĩs], *loyal, pl.*; fiéis [fiɛĩs], *faithful, pl.*; fiéis [fiɛĩs] (*form of fiar*), *to spin*; miau [mĩaũ], *miaow*; poeira [pũeĩrɐ], *dust*

#### CONSONANTS

11. In accordance with the principles of the reformed spelling, there are now written as double consonants in Portuguese only **rr**, **ss**,

**mm**, and **nn**: **rr** to denote the reinforced pronunciation of **r** between vowels; **ss** to denote voiceless intervocalic **s**; and **mm** and **nn** only when the first **m** or **n** belongs to a prefix. Formerly the doubling of consonants was not uncommon. In other cases, likewise, a silent consonant has been dropped from the spelling.

12. **b**. This sound is similar to the English *b*, pronounced less forcibly. Between vowels or in the intervocalic combinations *bl*, *br*, it is pronounced still softer. We denote both sounds by the symbol [b].

bôca [bokə], *mouth*; ambos [ẽmbus], *both*

13. **c**. This is a voiceless velar stop, pronounced as **k** before **a**, **o**, **u** or before a consonant (but not in *ch*). Phonetic symbol [k].

cama [kəmɐ], *bed*; côr [kor], *color*; curto [kurtu], *short*; crer [krer], *believe*

It is silent sometimes before **t**: acto [atu], *act*.

14. **c**, **ç**. The **c** before **e**, **i**, and the **ç**, which stands only before **a**, **o**, **u**, have the voiceless, hissing sound of English *s* as in *saw*. Phonetic symbol [s].

cedo [sedu], *soon*; aço [asu], *steel*

15. **ch**. This has the voiceless sound of *sh* in English *shall*. Phonetic symbol [ʃ].

chamar [ʃɐmar], *to call*; fechar [fɛʃar], *to close*

16. **d**. This has approximately the sound of English *d*, except that it is not pronounced so forcibly and the tongue is further down toward the teeth. Between vowels, and in the combination *dr*, the **d** is pronounced with the tongue against the teeth and is almost the *th* of English *breathe*. For both sounds, we use the phonetic symbol [d].

dar [dar], *to give*; lado [ladu], *side*

17. **f**. This is pronounced as in English. The older spelling, **ph**, is now usually supplanted by **f**. Phonetic symbol [f].

fava [favɐ], *bean*; frio [friũ], *cold*; filosofia [filuzufiɐ], *philosophy* (formerly *philosophia*)



18. **g.** This letter has two values:

a) Before **a, o, u** or a consonant, **g** is a voiced velar stop, the "hard" *g* of English *garden*.

In *gue, gui*, unless the *u* bears a grave accent, it is not pronounced but merely denotes the "hard" value of **g**.

Phonetic symbol [g].

*gado* [gadu], *cattle*; *grande* [grãdĩ], *great*; *guerra* [gerɾɐ], *war*; *lingüístico* [lĩŋgũistiku], *linguistic*

b) Before **e, i** the **g** is a voiced palatal sibilant, similar to the *z* in English *azure*. Phonetic symbol [ʒ].

*gêlo* [ʒelu], *ice*; *girar* [ʒirar], *to turn*

19. **h.** This is now regularly silent and initial only. It also appears in the digraphs **ch, lh, nh**, where it denotes palatalization.

*hora* [ɔɾɐ], *hour*

20. **j.** This always has the voiced palatal sibilant sound of the *g* before **e, i**; pronounced like the *z* in English *azure*. Phonetic symbol [ʒ].

*janeiro* [ʒɐnɛĩɾu], *January*; *jornal* [ʒurnal], *newspaper*

21. **k.** This is found only in foreign words; pronounced as in English. Phonetic symbol [k].

22. **l.** This is pronounced very much as in English. At the end of a word or before a consonant, it has approximately the same value as the English *l* in the same positions (cf. *fault, fall*). Phonetic symbol [l].

*bola* [bɔla], *ball*; *mal* [mal], *evil*; *pulga* [pulɣɐ], *flea*

23. **lh.** This denotes palatal *l*, which would resemble somewhat the *lli* of the English word *million*, if the *ll* and the *i* were pronounced in one movement of the tongue. Phonetic symbol [ʎ].

*fôlha* [foʎɐ], *leaf*; *filho* [fiʎu], *son*

24. **m.** When initial or after a consonant or between vowels, **m** is pronounced as in English. Phonetic symbol [m].

*mar* [mar], *sea*; *cama* [kɐmɐ], *bed*; *esmalte* [izmaltɨ], *enamel*

In other positions, **m** denotes nasalization, which feature is discussed in § 36.

25. **n**. This letter has two values:

a) When initial or after a consonant or between vowels, **n** has approximately the same value as in English. Phonetic symbol [n].  
nada [nadə], *nothing*; plano [plənu], *plan*; desnudo [dɛznudu], *naked*  
For its value in nasalization, see § 36.

b) Before the sound **k** ("hard" **c**) and "hard" **g**, **n** has the sound of *n* in English *sink* or *sing*. Phonetic symbol [ŋ].

banco [bɛŋku], *bench*; frango [frɛŋgu], *chicken*

26. **nh**. This denotes palatal **n**, which is somewhat similar to the *ni* in English *onion*, if the *n* and the *i* were pronounced in one movement of the tongue. Phonetic symbol [ɲ].

banho [bɛɲu], *bath*; vinho [viɲu], *wine*

27. **p**. This is like the English *p*, but less explosive. In some words it is silent before another consonant, and denotes the value of the preceding vowel. Phonetic symbol [p].

pé [pe], *foot*; mapa [mapɛ], *map*; exceptuar [ʔɛtɥar], *to except* (the written *p* denotes the open *e* preceding it)

28. **q**. This is always followed by **u**, and denotes the **k** sound. Phonetic symbol [k].

In *que*, *qui*, the **u** is silent unless accented to show the *ũ* pronunciation [kũ].

Followed by **a** or **o**, the **qu** generally has the value [kũ].

quebrar [kĩbrar], *to break*; quinze [kĩzĩ], *fifteen*; frequente [frĩkũɛntĩ], *frequent*; quadro [kũadru], *picture*; aquoso [ɛkũozu], *aqueous*.

29. **r**. This sound is always carefully pronounced. We make two principal varieties of it:

a) An **r** gently trilled with the tip of the tongue. This is found between vowels, at the end of a word, after a consonant (except **l**, **n**, **s**) and before a consonant. Phonetic symbol [r].

mar [mar], *sea*; caro [karu], *dear*; quadro [kũadru], *picture*; parte [partĩ], *part*

- b) A well-rolled, strongly-trilled *r*. This is found at the beginning of a word, in derivatives in which it is preceded by a prefix, within a word after *l*, *n*, *s*, or when written *rr*. Phonetic symbol [rr].

rosa [rrɔzɐ], *rose*; honra [õrrɐ], *honor*; bilro [bilrru], *bobbin*; Israelita [izrrɛllitɐ], *Israelite*; carro [karru], *cart*; abrogar [ɐbrrugar], *to abrogate*

30. *s*. For practical purposes, we give only two varieties of the pronunciation of *s*. These are the normal ones for most of Brazil, with the exception of the region around Rio de Janeiro.

- a) Voiceless, as the *s* in English *saw*, when it is initial, when it is double *s*, when it precedes the voiceless consonants *c*, *f*, *p*, *q*, *t*, when it follows a consonant, or when final. Phonetic symbol [s].

sentir [sɛntir], *to feel*; classe [klasɪ], *class*; pulso [pulsu], *pulse*; nascer [nɐser], *to be born*; mais [maɪs], *more*

- b) Voiced, as the *z* in English *maze*, when single *s* between vowels (either within a word or between words), or before one of the voiced consonants *b*, *d*, *g*, *l*, *m*, *n*, *r*. Phonetic symbol [z].

pesar [pɪzar], *to weigh*; as armas [ɐzarmɐs], *the arms*; rasgo [rrazgu], *trait*

31. *t*. This is a voiceless dental stop like the English *t*, but with less breath, and made with the tongue near the roots of the upper teeth. Phonetic symbol [t].

rato [rratu], *rat*; tesoiro (formerly thesoiro) [tɪzoiru], *treasure*

32. *v*. This is similar to the English *v*. Phonetic symbol [v].

ver [ver], *to see*; livro [livru], *book*

*w*. Found only in a few foreign proper names; it is pronounced as in English.

33. *x*. This has the sound of *sh* in English *shall* when it is initial, when final, when preceded or followed by a consonant, or when between vowels in many cases. Phonetic symbol [ʃ].

xarope [ʃɐropɪ], *syrup*; Félix [felɪʃ], *Felix*; expresso [ɪʃpresu], *express*; enxôfre [ɛʃofrɪ], *sulphur*; baixo [baɪʃu], *low*

But it is to be noted that *x* between vowels may have other values:

- (1) The sound of *z*: exacto [izatu], *exact*

- (2) The sound of **s**: máximo [masĩmu], *very great*  
 (3) The sound of **ks**: sexo [seksu], *sex*

34. **y**. This letter is no longer used in the reformed spelling, having been replaced by **i**, as in *mistério* [misterĩu], *mystery*, for older *mysterio*. It may still appear in foreign names, as in *Byron*.

35. **z**. This has the same value as English *z* in *maze*. Phonetic symbol [z].

zêlo [zêlu], *zeal*; dizer [dizer], *to say*

#### NASALIZATION

36. The nasalization of vowels and diphthongs is a conspicuous feature of Portuguese. Nasalization is denoted in the following ways: (a) by a sign called the "til" over the **a** or **o** in the final syllable of a word; (b) by **m** or **n** followed by a consonant; (c) by final **m** (rarely **n**). In pure nasalization, the **m** or **n** denote simply the nasal quality of the vowel and are not themselves pronounced; but note the cases below where they also have their own value. When **a** is nasalized, it always has the "neutral" pronunciation [ɐ] of that letter.

lã [lã], *wool*; senso [sẽsu], *sense*; fim [fĩ], *end*; bom [bõ], *good*; algum [algũ], *some*

a) The only simple vowel that can have the til is **a**; with **o** it is used only in the nasal diphthong ãe, as in *nações* [nẽsõĩs].

Note that, if the nasalized **a** is followed in the next word by **b** or **p**, not only is the preceding vowel nasalized, but an **m** is also developed:

lã branca [lãm brãŋkɐ], *white wool*; lã preta [lãm preɥɐ], *black wool*

If it is followed by a "hard" **g**, or the **k** sound, the velar **n** [ŋ] is developed:

lã grossa [lẽŋ grõsɐ], *bulky wool*; lã cardada [lẽŋ kɐrdadɐ], *carded wool*

If it is followed by **d** or **t**, an **n** is developed:

lã de preto [lẽn dĩ pretu], *woolly-haired*; lã tinta [lẽn tĩntɐ], *dyed wool*

- b) Nasalization is also produced by **m** or **n** followed by a consonant. What was said above in (a) relative to the influence of a following consonant holds true in the same manner here, as shown by the illustrations:

ganso [gẽsu], *goose*; longo [lõʒĩ], *far*

Followed by **b**, **p**:

membro [mẽmbɾu], *member*; limpo [lĩpu], *clean*

Followed by "hard" **g** or **c**:

longo [lõŋgu], *long*; branco [brẽŋku], *white*

Followed by **d**, **t**:

fundo [fũdu], *deep*; tinta [tĩntɐ], *ink*

- c) A vowel followed by final **m** is also nasalized. In the case of **a**, **e**, a diphthong is produced, as described in § 37. If the next word in the sentence begins with a consonant, the same effects are produced as noted above:

fim [fĩ], *end*; bom [bõ], *good*; algum [algũ], *some*

Followed by **b**, **p**:

um braço [ũm brasu], *an arm*; um pouco [ũm poku], *a little*

Followed by "hard" **g** or **c**:

bom gosto [bõŋ gostu], *good taste*; um criado [ũŋ kriadu], *a servant*

Followed by **d**, **t**:

algum dinheiro [algũn diɲẽɾu], *some money*; som triste [sõn tristĩ], *sad sound*

#### NASAL DIPHTHONGS

37. We distinguish five nasal diphthongs in Portuguese. Although the *til* is written over only the first of the vowels, both are nasalized. Followed by a consonant, the same effects will be produced as described above.

**ãe**. This is the "neutral" sound of **a** nasalized in combination with **i**. Phonetic symbol [ẽĩ].

mãe [mẽĩ], *mother*; cães [kẽĩs], *dogs*

**em**, **ens**. Close **e** nasalized in combination with **i**. Note that

this is the sound of final **em**, or final **en** followed by **s**, and that the **i** is not written. Phonetic symbol [ẽĩ].

bem [bẽĩ], *good*; homens [ɔmẽĩs], *men*

**õe.** The close **o** nasalized in combination with **i**. Phonetic symbol [õĩ].

lições [lisõĩs], *lessons*; limões [limõĩs], *lemons*

**ui.** This nasal sound occurs only in the words **muito** and **mui**. No **til** is written. Phonetic symbol [ũĩ].

muito [mũĩtu], *much*; mui [mũĩ], *very*

**ão, am.** The “neutral” sound of **a** nasalized in combination with **ũ** nasalized. Note that this is the pronunciation of **am** final. Phonetic symbol [ẽũ].

mão [mẽũ], *hand*; falaram [fɛlarẽũ], *they spoke or they had spoken*

#### METAPHONY OR VOWEL HARMONY

38. We are concerned here with the process known as metaphony, or vowel harmony, or “umlaut.” It is a characteristic feature of the inflection of the Portuguese noun or adjective, it is found in verbs, and is often not revealed in the written aspect of the word. The observations that are made here must be only general because of the many exceptions. The vowels that come into consideration are the accented **e** and **o**. The cases that are most numerous are the feminine and plural forms of nouns and adjectives, and words related to some basic word.

- a) For **o**, the operation is generally thus: Where a noun or adjective has a close **o** in the accented position in the masculine singular ending in **o**, this accented **o** will be open in the masculine plural and the feminine singular and plural. The same is true for a basic word with accented close **o** and a related word ending in **a** or **e**.

porco [porku], *pig*, BUT porcos [porkus], porca [porkɐ], porcas [porkɐs]  
torto [tortu], *twisted*, BUT tortos [tortus], torta [tortɐ], tortas [tortɐs]  
pôço [posu], *well*, BUT poça [pɔsɐ], *pond*

A noteworthy exception to this is *todo*, which retains the close *o* throughout:

*todo* [todu], *all*, *todos* [todus], *tôda* [todɐ], *tôdas* [todəs]

- b) The cases with *e* are not so common, being confined almost exclusively to derivatives. The adjectives retain the sound of the accented *e* of the masculine singular throughout (thus *sêco* [seku], *dry*, has the close *e* in all the other cases, and *fero* [feru], *fierce*, has the open *e* throughout).

*capelo* [kɛpelu], *hood*, BUT *capela* [kɛpelɐ], *chaplet of flowers*  
*canêlo* [kɛnelu], *long bone*, BUT *canela* [kɛnelɐ], *shin*

#### ACCENTUATION

39. Portuguese words may stress the last syllable, the second last (penult), or the third last (antepenult). Only in an adverb in *-mente* or in a combination of a verb with following conjunctive (enclitic) object pronouns can the stress fall on a syllable preceding the third from the end of the word.

The rules governing Portuguese accentuation are here stated in accordance with the principles laid down in the *Plan for the Regularization and Simplification of Portuguese Writing* published by A. R. Gonçalves Viana in his *Vocabulário ortográfico e remissivo*. The larger number of Portuguese words show the place of the stress in them by their very form, and no written accent is required.

- a) Words of two or more syllables ending in *-a* or *-as*, *-e* or *-es*, *-o* or *-os* normally stress the second last syllable and take no written accent:

*casa* [kazɐ], *house*, *pl. casas* [kazɐs]; *parede* [pɛrɛdɪ], *wall*, *pl. paredes* [pɛrɛdɪs]; *camarada* [kɛmɛradɐ], *comrade*, *pl. camaradas* [kɛmɛradɐs]; *concebe* [kõsebɪ], *he conceives*, *concebes* [kõsebɪs], *thou conceivest*; *trabalha* [trɛbaʎɐ], *he works*, *trabalhas* [trɛbaʎɐs], *thou workest*; *modo* [mõdu], *manner*, *pl. modos* [mõdus]; *trave* [travɪ], *beam*, *pl. traves* [travɪs]

- b) Most verb forms that end in **-am** or **-em** stress the second last syllable and need no written accent:

falam [faləũ], *they speak*; falaram [fəlarəũ], *they had spoken*; faleam [faləĩ], *let them speak*; contem [kõntəĩ], *let them count*

N.B. It is to be remarked that **s** and **m** are often only signs of plurality, and their appearance does not disturb the accentuation of the singular forms to which they are added.

- c) A number of nouns and adjectives of two syllables or more that end in **-em** or **-ens** stress the second last syllable and need no written accent:

viagem [vĩazəĩ], *journey*, *pl.* viagens [vĩazəĩs]; selvagem [selvaʒəĩ], *savage*, *pl.* selvagens [selvaʒəĩs]

- d) The last syllable is normally regarded as stressed and requires no written accent in most words of more than one syllable that end in **-i** or **-is**, in **-u** or **-us**, in a nasal vowel (followed or not by **s**), in a diphthong (followed or not by **s**), or in a consonant (except the **s** of **-as**, **-es**, **-os**, **-ens**, and the **m** of **-am**, **-em**):

javalí [ʒəvəli], *wild boar*, *pl.* javalis [ʒəvəlis]; peru [pĩru], *turkey*, *pl.* perus [pĩrus]; atum [ətũ], *tunny fish*; maçã [məšə], *apple*, *pl.* maçãs [məšəs]; amar [əmar], *to love*; sarau [səraũ], *evening ball*, *pl.* saraus [səraūs]; varão [vəreũ], *man*, *pl.* varões; azul [əzul], *blue*; arrais [ərraĩs], *captain*; andaluz [əndəluʒ], *Andalusian*

- e) As a matter of course no written accent is needed by atonic monosyllables and dissyllables, i.e., by certain words of one or two syllables which, from the point of view of sentence phonetics, are devoid of all stress in the expression of a train of thought; e.g., conjunctive object pronouns, such as **me**, **te**, etc., and their combinations, **mo**, **to**, etc., prepositions, such as **a**, **de**, **para**, etc., conjunctions, such as **se**, **que**, **mas**, etc.
- f) Even certain monosyllables may upon occasion take a written accent as a diacritic to differentiate them from other words, but no written accent is taken by tonic monosyllables (i.e., those that may have a stress in a sentence), if they end in **-em** or in **-ens**:

bem [bɛĩ], *boon*, *pl.* bens [bɛĩs]; cem [sɛĩ], *hundred*



- g) No written accent is needed on tonic monosyllables ending in -i, -is, or -u, -us, in a nasal vowel (followed or not by s), in a diphthong (followed or not by s), or in a consonant (except the s of -as, -es, -os; cf. *pás*, *shovels*; *pês*, *feet*; *~pôs*, *powders, dust*; *pôs*, *he put*; see § 40, a):

*ri* [rri], *he laughs*; *ris* [rris], *thou laughest*; *cru* [kru], *raw*, pl. *crus* [krus]; *sai* [sai], *he goes out*; *sais* [saïs], *thou goest out*; *mau* [maũ], *bad*; *mão* [mẽũ], *hand*, pl. *mãos* [mẽüs]; *mal* [mal], *evil*; *mar* [mar], *sea*; *ver* [ver], *to see*; *cruz* [cruz], *cross*

40. *Use of the Written Accent.* The written accents are the acute, the circumflex, and the grave. The acute denotes an open stressed vowel, the circumflex a close stressed vowel. The grave accent is used only as a diacritic on certain unstressed vowels. Stressed open *â* [a], *é* [e], *ô* [o] may take the acute accent; the circumflex appears only on close *â* [ɐ̃], *ê* [ẽ], *ô* [õ]. When a written accent appears on stressed i or u (to show that they do not form a diphthong with an adjoining vowel) it is the acute.

- a) A written accent, acute or circumflex, is required on monosyllables and on the last syllable of all other words, if they end in stressed -a, -as, -e, -es, -o, -os:

*pá* [pa], *shovel*, pl. *pás* [pas]; *fará* [fɛra], *he will do*; *farás* [fɛras], *thou wilt do*; *mês* [mes], *month* (but pl. *meses* [mezis] without the accent); *maré* [mɛrɛ], *tide*, pl. *marés* [mɛrɛs]; *mercê* [mɛrɛsɐ], *mercy*, pl. *mercês* [mɛrɛsɛs]; *português* [pɔrtugɛs], *Portuguese* (but pl. *portugueses* [pɔrtugɛzɛs] without the accent); *pó* [po], *dust*, pl. *pós* [pos]; *avó* [ɐvo], *grand-mother*, pl. *avós* [ɐvos]; *avô* [ɐvo], *grandfather*, pl. *avôs* [ɐvos]

- b) A written accent, acute or circumflex, is required on the stressed second last syllable of all words ending in -i or -is, in -u or -us, in a nasal vowel (followed or not by s), in a diphthong (followed or not by s), or in a consonant (except the s of -as, -es, -os, -ens):

*quási* [kũazi], *almost*; *Vénus* [venus], *Venus*; *órfã* [ɔrfɛ̃], *female orphan*, pl. *órfãs* [ɔrfɛ̃s]; *órfão* [ɔrfɛũ], *male orphan*, pl. *órfãos* [ɔrfɛũs]; *fácil* [fasɨ], *easy*, pl. *fáceis* [faseis]; *cônsul* [kõsul], *consul*; *cadáver* [kɛdavɐr], *corpse*; *Félix* [felɨ], *Félix*

- c) A circumflex accent is required on the last syllable of words of two or more syllables, if they end in stressed -em or -ens:

vintêm [vĩntêĩ], *a coin, pl. vintêns*; armazen [ərməzêĩ], *warehouse, pl. armazenêns*; contêm [kõntêĩ], *they contain*

d) All words stressed on the third last syllable have a written accent:

prática [pratikɐ], *practice*; ânimo [ɐnimu], *courage*; lúgubre [lugubri], *mournful*; cônsules [kõsulĩs], *consuls*; cadáveres [kadavĩris], *corpses*; gémeo [zẽmiũ], *twin*; gênio [zẽniũ], *genius*; consequência [kõsikũẽsiv], *consequence*

1. Although -eo, -io, and -ia in words like *gémeo*, *gênio*, and *consequência* really form a diphthong, the words are regarded as stressed on the antepenult.
2. On the other hand, substantives stressing the i of final -ia and the endings -ia, -ias, -iam of the imperfect indicative and of the conditional of verbs do not take the written accent (because the i is in the second last syllable, and words ending in -a, -as, -am normally stress the second last syllable and need no written accent):

filosofia [filuzufiɐ], *philosophy*; punia [puniv], *I was punishing*; louvariam [lovəriẽũ], *they would praise*

3. For a similar reason, verbs in -uar take no written accent when the u is stressed before final -o, -a, -as, -am, -e, -es, -em:

continuar [kõntinũar], *to continue*; continuo [kõntinuu], *I continue*; continuas [kõntinues], *thou continuest*; continua [kõntinuɐ], *he continues*; continuam [kõntinuẽũ], *they continue*; continue [kõntinuĩ], *that I continue, etc.*

4. But the stressed i of final -ia, etc., will take the written accent if a vowel precedes with which the i does not form a diphthong as in the imperfect indicative of *sair*, *to go out*:

saía [sɛiv], saías [sɛivs], saíam [sɛiẽũ], etc.

e) As has been said already, no individual word can be stressed in Portuguese on a syllable preceding the antepenult.

However, in a composite of a verb with following object pronouns the written accent may appear on a syllable more than three from the end of the whole composite: *dávamo-vo-lo*, *we were giving it to you*. In such cases the verb is treated as though it stood without the appended pronouns.

41. In the following rules we deal chiefly with the use of the accent where it is not really needed to indicate the place of stress but serves as a diacritic to distinguish words spelled alike, or simply to indicate the quality of the vowel, or as a diaeresis:

- a) The stressed diphthongs *ei*, *eu*, *oi* take the acute accent when their *e* [ɛ] or *o* [ɔ] is open; they have no written accent when the *e* [e] or *o* [o] is close:

*réis* [rɛis], *pl. of real, a coin*; but *reis* [rɛis], *pl. of rei, king*; *batéis* [batɛis], *pl. of batel, boat*; but *bateis* [batɛis], *you beat, from bater, to beat*; *véu* [vɛu], *veil, pl. véus* [vɛus]; *chapéu* [ʃɛpɛu], *hat, pl. chapéus* [ʃɛpɛus]; *sóis* [sois], *suns*; but *sois* [sois], *you are*; *jóia* [ʒoia], *jewel*

- b) As a diacritic the written accent differentiates certain sentence stressed words from others spelled like them but without stress in the sentence:

<i>quê</i> [ke], <i>what (strong form of interrog.)</i>	<i>que</i> [ki], <i>that, etc. (weak form of rel. or interrog.)</i>
<i>porquê</i> [purke], <i>why (strong form of interrog.)</i>	<i>porque</i> [purki], <i>because, for, why (weak form)</i>
<i>pôr</i> [por], <i>to put</i>	<i>por</i> [pur], <i>for, by, etc.</i>
<i>pára</i> [parɐ], <i>3d sing. pres. indic. of parar, to stop</i>	<i>para</i> [parɐ], <i>to, for, etc.</i>
<i>péla</i> [pɛlɐ], <i>ball</i>	<i>pela</i> [pɛlɐ] ( <i>prep. + art.</i> ), <i>by the, etc.</i>
<i>pélo</i> [pɛlu], <i>I peel (from pelar, to peel)</i>	} <i>pelo</i> [pɛlu] ( <i>prep. + art.</i> ), <i>by the, etc.</i>
<i>pêlo</i> [pɛlu], <i>hair</i>	

- c) Stressed close *e* [ɛ] and *o* [ɔ] of the penult syllable take the circumflex accent if there are other words spelled like them that have open *e* [ɛ] and *o* [ɔ]. The latter take no written accent:

<i>rêgo</i> [rɛgu], <i>furrow</i>	<i>rego</i> [rɛgu], <i>1st sing. pres. indic. of regar, to water</i>
<i>rôgo</i> [rɔgu], <i>request</i>	<i>rogo</i> [rɔgu], <i>1st sing. pres. indic. of rogar, to ask</i>
<i>dêmos</i> [dɛmus], <i>1st pl. pres. subj. of dar, to give</i>	<i>demos</i> [dɛmus], <i>1st pl. pret. of dar, to give</i>
<i>côrte</i> [kɔrtɪ], <i>court</i>	<i>corte</i> [kɔrtɪ], <i>cut, edge</i>

- d) Stressed i and u take an acute accent to show that they do not form a diphthong with a preceding vowel before final, s and within a word except before nd, nh, mb:

país [pɐis], *country*, BUT sair [sɐir], *to go out*; saída [sɐidɐ], *exit*; saúde [sɐudɐ], *health*, BUT ainda [ɐindɐ], *yet*; rainha [rɐɐipɐ], *queen*; Coimbra [kɔimbrɐ], *Coimbra*

42. *Use of the Grave Accent.* This appears only on unstressed vowels and serves (1) as a diaeresis or (2) as a means of marking the open quality of a vowel which, though unstressed, retains the open value which is usual only under the accent.

- a) The grave accent is written on the u of gu, qu, if the u has a pronounceable force before a following e or i: consequência [kɔ̃sikũɛ̃sɪɐ], *consequence*; arguir [ɐrgũir], *to argue*; argui [ɐrgũi], *I argued*, 1st sing., preterit indicative. If the u passes to the stressed position, it takes the acute accent: argue [ɐrgui], *he argues*, 3d sing., present indicative.
- b) The grave accent is written on an unaccented open a [a], e [ɛ], or o [ɔ], to distinguish the word in which it occurs from a similarly spelled word in which the a, e, or o has a close or weakened value [ɐ, ɪ, u]: à ([a], a combination of a + a), *to the, at the*; cf. a [ɐ], *to, at, or the*; àquele ([akɐli], a combination of a + aquele), *to that*; cf. aquele [ɛkɐli], *that*; pregar [prɛgar], *to preach*; cf. pregar [prɛgar], *to nail*; molhada [mɔ̃ladɐ], *a heap* (of faggots, sheaves, etc.); cf. molhada [mũladɐ], feminine past participle of molhar, *to wet*.

The older custom was to write á, áquele, but the acute accent is now reserved for places of stress, and the a has none in these words.

43. In the inflection of words, the application of the rules will cause some forms to have the written accent and others to dispense with it: e.g., português, *Portuguese*, in the singular takes the written accent, according to rule, § 40, a; in the plural, portugueses, it has no accent, according to rule, § 39, a. Sêco, *dry*, according to rule, § 41, c, takes the circumflex on its stressed close e to distinguish the word from the verb form, seco, *I dry*, with

open e. Its feminine singular *sêca* and its feminine plural *sêcas* will keep the accent to distinguish them from *seca*, 3d sing., and *secas*, 2d sing. (both with open e), of the present indicative of *secar*, *to dry*. But the masculine plural is *secos*, without a written accent on its close e [e], as there is no word with which it might be confused.

44. Adverbs in *-mente*, being constructed of a feminine adjective and the noun *mente*, have a double stress and keep whatever written accent the adjective has when it stands alone: *sômente*, *only, but*; *cortêsmemente*, *courteously*; *rápidamente*, *rapidly*; cf. the adjectives *sô*, *cortês*, *rápida*.
45. Until the rules of accentuation stated have found entire acceptance in the books, students of Portuguese will encounter difficulties in the early stages of their study of the language. A knowledge of Spanish will help to indicate the place of the Portuguese accent, for there are very many correspondences of vocabulary between the two languages, and in the great majority of cases the same syllable is stressed in the corresponding words.

#### QUANTITY

46. Accented vowels are of medium length; vowels preceding or following the accent are shorter.

#### LIAISON

47. Liaison, or the linking together of spoken words by passing a sound from a preceding word to the following one, is a marked feature of Portuguese as it is of French. A number of the changes in pronunciation occasioned by liaison have been treated in our discussion of the nasal consonants. In syntactical combinations a final voiceless s will be voiced to a z sound (as in English *rose*) before the initial vowel or voiced consonant of the next word; as *armas* [əzarməs], *the arms*; *dois amantes* [doiz əmântis], *two lovers*. Vowels also will be linked together and will even merge. In a syntactical combination the last vowel of the preceding word may coalesce with the same vowel beginning the second word.

## Punctuation and Capitalization

48. Practically the same marks of punctuation are used in Portuguese as in English, and for the same purposes. A hyphen is required between a verb and a following object pronoun: *louvá-lo, to praise him; dá-nos, he gives us.*
49. Capitals are in general used as in English. Proper adjectives, however, are not capitalized, even though they become nouns: *a rainha italiana, the Italian queen; os portugueses, the Portuguese.* The names of the months and the days of the week are usually not capitalized, but capitals may be used in dating letters and documents.

## EXERCISES IN PRONUNCIATION

50. lado [ladu]; cama [kəmə]; gosta [gostə]; fazer [fəzer]; roupa [rupə]; gênero [ʒeniru]; bôca [bokə]; chuva [ʃuvə]; banco [bɛŋku]; filho [fiʃu]; ninho [niɲu]; cinco [sĩŋku]; saber [səber]; vizinho [viziɲu]; fechar [fɛʃar]; pai [pai]; oiro [oiru]; chapéu [ʃepɛu]; reis [rɛis]; azuis [əzuis]; papéis [pəpɛis]; frio [friũ]; causa [kaũzə]; coisa [koizə]; miolo [miolu]; série [sɛriɛ]; miudo [miudu]; quatro [kwa-tru]; moinho [mõinu]; poema [pøemə]; soar [suar]; leis [lɛis]; miao [miaũ]; fiéis [fɛis]; poeira [pøeɪrɛ]; tonto [tõntu]; bem tratado [bɛn tɾɛtadu]; ambos [ẽmbus]; branca [brɛŋkə]; honra [õrrə]; bem crido [bɛŋ kridu]; senso [sɛsu]; vendo [vẽndu]; bem escrito [bɛl iskritu]; mãe [mɛi]; mão [mɛũ]; pôe [põi]; homem [õmɛi]; falaram [fɛlarɛũ]; muito [mũtu]; bom [bõ]; estão [istɛũ]; ôvo [ovu]; ova [ovə]; orela [oreɪ]; ourela [orelu]; sogro [sogru]; sogra [sogrɛ]; sêco [seku]; sêcas [sekɛs]; viagem [viɒzɛi]; vintêm [vintɛi]; frequência [frĩkũɛsɛ]; prática [pratikɛ]; dávamo-vo-lo [davɛmu-vu-lu]; rapidamente [rrapidɛmẽnti]; saia [saɪ]; saía [saɪɛ]; rainha [rɛɲɪɲɛ]; a [ɐ]; à [a]; aquele [ɛkɛi]; àquele [akɛi]; louvarias [loveriɛs]; maçã [mɛsɛ]; javali [ʒɛvɛli]; azul [ɛzul]; continuo [kõntĩnuu]; argúi [ɛrgũ]; argúe [ɛrguĩ]; as armas [ɛzarmɛs]; os lápis [uz lapis]; molhada [muɫadɛ]; vinho [vinu]; xarope [ʃɛrɔpi]; coxo [koʃu]; transacção [trɛsasɛũ]; expresso [ʃpresu]; exame [izɛmi]; auxílio [aũziũ]; caixa [kaĩʃɛ]; janeiro [ʒɛnɛiru]; pêlo [pelu]; pelo [pelu]; pêlo [pelu]; país [pɛis].

51.

## A MORTE DA RAINHA D. FILIPA

e mortū de rainha d(ona) filipe

Enferma, o seu cuidado era saber se estariam já acabadas as espadas  
 enferm u seu kúdadu ere saber s-isteriēū za kēbadēz ez ĩspades  
 que mandara fazer para os filhos, e como lhas trouxessem, mirava-as  
 kī mēndarē fezer parē us filus ī kōmu lhas trossesē mirav-as  
 com amor. Eram tres lâminas preciosas, com os punhos guarnecidos  
 kō amor erēūn trez leminēs prísiozes kō us punuz gūrnāsiduz  
 de oiro, pedras e aljófares. Tinha-as estendidas sôbre o leito, a seu  
 dī oiru pedrēz ī aljóferis tip-az ĩstēndides sobrī u leitu e seu  
 lado. E de pé, os filhos, suspensos, esperavam. D. Duarte chorava  
 ladu ī dī pe us filus suspēsus ĩspīravēū d(ōn) dūartī ĩuravē  
 como uma criança; D. Pedro comprimia os soluços que lhe subiam  
 kōm-umē krīēsē d(ōm) pedru kōmprimiē us sulusus kī Āī subiēū  
 do peito; D. Henrique mordia os beiços com fúria, contorcendo nervosa-  
 du peitu d(ō) ēriki mudiē uz beĩsus kō furīē kōntursēndu nīrvōzē-  
 mente as mãos. Em côro as aias gemiam. A um gesto da mãe os in-  
 mēntī ez mēūs ēĩj kōru ezaēz zĩmiēū e ū zestu de mēĩ uz ī-  
 fantes ajoelharam; e então, ela, erguendo-se com um ar de morta, deu  
 fēntīz eĩjĩlarēū ī ēntēū ele ĩrgēndu-sĩ kō ū ar dī mortē deū  
 a D. Duarte uma espada, recomendando-lhe que fosse um justo  
 e d(ōn) dūartī umē ĩspade rīkomēndēndu-Āī kī fosī ū zustu  
 rei; a D. Pedro outra, exortando-o à honra e cavalaria, em defesa das  
 rreĩ e d(ōm) pedru otrē ĩzurtēndu-u a ōrrē ī kēvelerīē ēĩn dīfezē dez  
 donas e donzelas; a D. Henrique outra, lembrando-lhe o amor da  
 donēz ī dōzēlēs e d(ō) ēriki otrē lēmbreñdu-Āī u amor de  
 fidalguia. E deitou a todos a sua bênção.  
 fidalgiē ī deĩto e toduz e sus bēsēū.

(Alexandre Herculano, *História de Portugal*,  
 aliēndrī ĩrkulanu ĩstorīē dī purtugal

Tomo primeiro, Introdução, pág. 28.)

Tomu primeiru ĩntrudusēū paĩ(inē).

## LESSON I

### 52. Gender of Nouns

All Portuguese nouns are either masculine or feminine. There are no neuter nouns.

livro *m. book*                      pena *f. pen*

a) Nouns ending in -o are usually masculine.

livro *m. book*                      exercício *m. exercise*

b) Nouns ending in -a are usually feminine.

pena *f. pen*                      tinta *f. ink*

c) If nouns do not end in -o or -a, it is better to learn the gender of each noun separately.

papel *m. paper*                      lápis *m. pencil*

### 53. Indefinite Article

#### MASCULINE

um [ũ], *a, an*  
um livro, *a book*

#### FEMININE

uma [umɐ], *a, an*  
uma pena, *a pen*

### 54. Definite Article — Singular

#### MASCULINE

o [u], *the*  
o papel, *the paper*

#### FEMININE

a [ɐ], *the*  
a tinta, *the ink*

### 55. Contraction of Articles and Prepositions

The definite and indefinite articles combine with the preposition *de*, *of*, and *em*, *in*, *on*, to form the following contractions:

de + o = do [du], *of the (masc.)*; dos [dus], *of the (pl.)*

de + a = da [dɐ], *of the (fem.)*<sup>1</sup>; das [dɐs], *of the (pl.)*

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<sup>1</sup> Some writers prefer to use the contractions *dum* (for *de um*) and *duma* (for *de uma*).



em + o = no [nu], *in (on) the (masc.)*; nos [nus], *in (on) the (pl.)*

em + a = na [nɐ], *in (on) the (fem.)*; nas [nɐs], *in (on) the (pl.)*

em + um = num [nũ], *in (on) a (masc.)*

em + uma = numa [numɐ], *in (on) a (fem.)*

## 56. Expressions for "you"

There are a number of ways of addressing a person in Portuguese. In Brazil, the second person pronouns are rarely used, their place being taken by *o senhor* (*the gentleman*), *a senhora* (*the lady*), with their plurals *os senhores*, *as senhoras*. In case one is addressing a young, unmarried lady, one says *a senhorita* or *a senhorinha*. Note that all these take the third person of the verb. (For a fuller discussion of this subject, see § 73.)

*o senhor tem um lápis, you (speaking to a man) have a pencil.*

*a senhora tem uma pena, you (speaking to a woman) have a pen.*

## 57. Present Indicative Singular of *ter*, *escrever*

*eu tenho* [eũ tɛnu] *I have*

*o senhor tem* [u sɨnor tɛĩ] *you have*

*a senhora tem* [ɐ sɨnorɐ tɛĩ] *you have*

*eu escrevo* [eũ ʃskrevũ] *I write*

*o senhor escreve* [u sɨnor ʃskrevĩ] *you write*

*a senhora escreve* [ɐ sɨnorɐ ʃskrevĩ] *you write*

## 58. Interrogative Sentences

The interrogation mark is used at the end of the sentence, as in English.

*Tenho eu? Have I?*

*Tem o senhor? } Have you?*  
*Tem a senhora? }*

*Eu escrevo. I write.*

*Escrevo eu? Do I write?*

*O senhor escreve. You write.*

*Escreve o senhor? Do you write?*

Note that the English auxiliary *do* is not expressed in Portuguese when making a question or when stressing a statement in an emphatic manner.

## EXERCISES

a [ɐ] *to, at, with*

com [kõ] *with*

de [dĩ] *of, from*

e [i] *and*

em [ẽi] *in, on*

o exercício [u ʔzĩrsisũ] *the exercise*

o lápis [u lapĩs] *the pencil*

o livro [u livru] *the book*

o papel [u pãpel] *the paper*

a pena [ɐ penɐ] *the pen*

a tinta [ɐ tintɐ] *the ink*

eu escrevo a lápis (a tinta) *I write with a pencil (with ink)*; eu escrevo com pena *I write with a pen*

A. *Study:* 1. Eu tenho um livro. 2. Escreve a senhorita com pena? 3. O senhor escreve a lápis. 4. Tem a senhora uma pena? 5. Eu escrevo no papel. 6. do papel; da pena; num livro; na tinta.

B. *Answer the following questions, following the model of No. 1:* 1. Tem o senhor um lápis? (Eu tenho um lápis.) 2. Escreve o senhor (a senhorita) um exercício? 3. Escrevo eu a tinta? 4. Tem o senhor papel? 5. Tem a senhorita papel e um livro? 6. Escreve o senhor no papel com pena? 7. Escreve o senhor o exercício do livro?

C. *Write in Portuguese:* 1. I have a book. 2. Do you (m.) have a pencil? 3. I write on paper with [a] pencil. 4. I write the exercise from the book. 5. Do you have a pen? 6. Do you write the exercise in ink? 7. You (f.) have a book and a pen. 8. I have [a] pen and [a] pencil. 9. Do I write in a book with ink? 10. You (f.) have the book and the ink.

D. *Drill in Pronunciation:* (These exercises may be done orally, or read by the teacher for dictation in Portuguese or in phonetic script.) falta [faltɐ]; a aluna [alunɐ]; aranha [ɐɾãɾɐ]; campo [kãmpu]; causa [kaũzɐ]; caveira [kaveĩɾɐ]; mãe [mãĩ]; branco [brãŋku]; ambos [ãmbus]; rã [rãĩ]; traição [trẽĩsẽũ]; fiar [fiar]; povoar [puvũar]; iguais [igũais]; falam [falẽũ]; melro [melru]; pena [penɐ]; igreja [igreʒɐ]; este [estĩ]; esta [estɐ]; que [ki]; espôso [ĩspoʒu]; leite [leĩti]; ensinar [ẽsinar]; viagem [vĩãʒẽĩ]; entrada [ẽntɾadɐ].

## LESSON II

59. *Plural of Nouns Ending in a Vowel*

a) Nouns ending in a vowel add -s to form the plural.

livro, <i>book</i>	pena, <i>pen</i>
livros, <i>books</i>	penas, <i>pens</i>

b) But nouns ending in -ão form the plural in one of the three following ways:

1. By changing -ão to -ãos (Lat. acc. pl. -anos):

cristão, <i>Christian</i>	cristãos, <i>Christians</i>
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2. By changing -ão to -ões (Lat. acc. pl. -ones):

lição, <i>lesson</i>	lições, <i>lessons</i>
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3. By changing -ão to -ães (Lat. acc. pl. -anes):

pão, <i>bread</i>	pães, <i>loaves of bread</i>
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60. *Plural of Articles*

a) The plural of the definite article o is os and of a is as.

o livro, <i>the book</i>	a pena, <i>the pen</i>
os livros, <i>the books</i>	as penas, <i>the pens</i>

If the s of the plural article is followed by a vowel or a voiced consonant it is pronounced z.

os livros [uz livrus], as armas [ezarmes]; but as penas [as penes]

b) The plural of the indefinite article um is uns, and of uma, umas.

um exercício, <i>an exercise</i>	uma lição, <i>a lesson</i>
uns exercícios, <i>some exercises</i>	umas lições, <i>some lessons</i>

61. *Contraction of Definite Article with Prepositions*

The definite article *o, a, os, as* contracts with the prepositions *a, to, and por, by, through*, as follows:

*a + o, a, os, as = ao* [ɐũ], *à* [a], *aos* [ɐũs], *às* [as],<sup>1</sup> *to the*

*por + o, a, os, as = pelo* [pɛlu], *pela* [pɛlɐ], *pelos* [pɛlus], *pelas* [pɛlɐs], *by the, through the*

62. *Repetition of Article*

In Portuguese the definite article is usually repeated before each noun to which it refers.

a pena e a tinta, *the pen and (the) ink*

63. *Verb Drill*

eu tenho, *I have*

o senhor (a senhora, a senhorita)  
tem, *you have*

o aluno (a aluna) tem, *the student has*

eu ensino, *I teach*

o senhor ensina, *you teach*

o professor (a professora) ensina,  
*the teacher teaches*

eu estudo, *I study*

o senhor estuda, *you study*

o aluno estuda, *the student studies*

eu escrevo, *I write*

o senhor escreve, *you write*

o aluno escreve, *the student writes*

The same form of the verb is used when *o senhor* (or *a senhora*), meaning *you*, is the subject, that is used when the subject is any other singular noun. This is true of all verbs.

## EXERCISES

a aluna [alunɐ] *the student, pupil*  
(f.)

o aluno [u ɐlunu] *the student, pupil*  
(m.)

o giz [u ʒiz] *the chalk*

a lição [ɛ lisẽũ] *the lesson*  
ou [o] *or*

a pedra [ɛ pedrɐ] *or o quadro preto*  
[u kɔadru pretu] *the black-*  
*board*

o professor [u prufisɔr] *the teacher*  
(m.)

a professora [ɛ prufisɔrɐ] *the teacher*  
(f.)

quem? [kɛĩ] *who?*

senhor [sĩnɔr] *Mr., sir, gentleman*  
senhora [sĩnɔrɐ] *Mrs., Madam,*  
*lady*

senhorita [sĩnuritɐ] *Miss, young*  
*lady*

<sup>1</sup> While *a* and *as* are pronounced as [ɐ] and [ɐs], *à* and *às* are [a] and [as]. Cf. § 42, b. Note also *a aluna* [alunɐ].

A. *Study:* 1. O aluno estuda os exercícios. 2. A aluna escreve na pedra com giz. 3. O professor ensina a lição. 4. A senhorita tem livros. 5. Eu estudo as lições. 6. A professora escreve no papel com pena e tinta. 7. O senhor estuda os exercícios do livro. 8. O professor ensina as lições dos livros. 9. Eu tenho papel e lápis. 10. A senhorita escreve no papel a lápis.

B. *Reply to the following questions, using as many words as you can:*  
 1. Quem estuda os exercícios? 2. Quem escreve na pedra com giz?  
 3. Tem o senhor (a senhora, a senhorita) papel? 4. Quem ensina a lição?  
 5. Estuda o senhor as lições? 6. Escreve o aluno com giz ou com pena?  
 7. Tem o senhor os livros? 8. Estuda a aluna os exercícios dos livros?  
 9. Escreve a professora a lápis? 10. Quem escreve na pedra?

C. *Write in Portuguese:* 1. The teacher (f.) writes on the board.  
 2. Does the student write the exercises? 3. The young lady writes the exercises on the paper. 4. Who teaches the lessons? 5. Does the teacher or the student study? 6. Do you have the books? 7. Who has the pencil and the pen? 8. I study the exercises from the books. 9. You write the exercises on the blackboard. 10. The professor teaches the lessons and the student studies.

D. *Drill in Pronunciation:* vizinho [vĩzĩnu]; bilro [bilru]; móbil [móbil]; moço [mosu]; ovelha [uveʎe]; quinto [kĩntu]; guerra [gerre]; quantidade [kũẽntidadi]; oiro [oĩru]; reis [rreĩs]; as orelhas [ẽzureʎes]; os homens [uzomẽĩs]; as mãos [ẽz mẽũs]; as camas [ẽs kãmẽs]; fazanha [fẽsẽpe]; bem escrito [bẽĩ ʎskritu]; bemquisto [bẽĩĩkistu]; bem tratado [bẽĩn tretadu]; muito [mũĩtu]; fechar [fĩʎar]; guia [giẽ]; baixo [baĩʃu]; êxito [ezitu]; consciência [kõsĩẽsĩẽ]; consequência [kõsĩkũẽsĩẽ]; saudar [sẽũdar]; pêra [pere]; péla [pelẽ].

## LESSON III

## 64. Plural of Nouns Ending in a Consonant

- a) Nouns ending in
- r*
- ,
- s*
- ,
- z*
- add
- es*
- to form the plural.

<i>flor, flower</i>	<i>mês, month</i>	<i>cruz, cross</i>
<i>flores, flowers</i>	<i>meses, months</i>	<i>cruzes, crosses</i>

1. Note *mês* but *meses*. Nouns ending in accented *-es* require an accent over the *e*, but when the plural ending *-es* is added no accent is required.

2. The singular and plural of *lápiz* are alike:

<i>o lápis</i>	<i>os lápis</i>
----------------	-----------------

- b) Nouns ending in
- al*
- ,
- el*
- ,
- ol*
- ,
- ul*
- form the plural by changing these endings to
- ais*
- ,
- eis*
- ,
- ois*
- , and
- uis*
- , respectively.
- <sup>1</sup>

<i>casal, farmhouse</i>	<i>papel, paper</i>
<i>casais, farmhouses</i>	<i>papéis,<sup>2</sup> papers</i>
<i>anzol, fishhook</i>	<i>paúl, swamps</i>
<i>anzóis,<sup>2</sup> fishhooks</i>	<i>paúis, swamps</i>

- c) 1. Nouns ending in stressed
- il*
- form the plural by changing
- il*
- to
- is*
- .

<i>barril, barrel</i>	<i>barris, barrels</i>
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2. Nouns ending in unstressed *-il* form the plural by changing *-il* to *-eis*.

<i>fóssil, fossil</i>	<i>fósseis, fossils</i>
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- d) Nouns ending in
- m*
- change the
- m*
- to
- ns*
- .

<i>homem, man</i>	<i>homens, men</i>
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<sup>1</sup> The older spellings *-aes*, *-ees*, *-oes*, and *-ues* are still common, but are not favored by the reformed spelling. <sup>2</sup> *Anzóis* and *papéis* have the accent because the *o* and the *e* are open (cf. § 41, a).

65. *Position of Adjectives*

- a) In Portuguese, descriptive adjectives usually follow their noun.

uma lição fácil	<i>an easy lesson</i>
um exercício difícil	<i>a hard exercise</i>

- b) Limiting adjectives (articles, possessives, demonstratives, numerals, etc.) usually precede their noun.

um livro, muitos livros	<i>a book, many books</i>
-------------------------	---------------------------

66. *Inflection of Adjectives*

- a) An adjective that ends in -o in the masculine singular has four forms, thus:

	SINGULAR	PLURAL
<i>Masc.</i>	vermelho	vermelhos
<i>Fem.</i>	vermelha	vermelhas
		} <i>red</i>
o livro	vermelho	<i>the red book</i>
a casa	vermelha	<i>the red house</i>
os livros	vermelhos	<i>the red books</i>
as casas	vermelhas	<i>the red houses</i>

- b) Other adjectives have, as a rule, only two forms of the ending, one for the singular and one for the plural.

	SINGULAR	PLURAL
<i>Masc. and Fem.</i>	inteligente	inteligentes
	fácil	fáceis
		<i>intelligent</i> <i>easy</i>
o aluno	inteligente	<i>the intelligent student, m.</i>
a aluna	inteligente	<i>the intelligent student, f.</i>
os alunos	inteligentes	<i>the intelligent students, m.</i>
as alunas	inteligentes	<i>the intelligent students, f.</i>
o exercício	fácil	<i>the easy exercise</i>
a lição	fácil	<i>the easy lesson</i>
os exercícios	fáceis	<i>the easy exercises</i>
as lições	fáceis	<i>the easy lessons</i>

67. *Plural of Adjectives*

The plural of adjectives is formed like that of nouns.

## 68. Agreement of Adjectives

An adjective, no matter where it stands in the sentence, agrees with its noun or pronoun in gender and number.

## EXERCISES

aplicado, -a [ɐplikadu, -ɐ] <i>industrious, diligent</i>	muito, -a [mũitu, -ɐ] <i>much, a great deal</i>
branco, -a [brẽngu, -ɐ] <i>white</i>	muitos, -as [mũtus, -ɐs] <i>many</i>
a casa [ɐ kazɐ] <i>the house</i>	prêto, -a [pretu, -ɐ] <i>black</i>
difícil [dĩfisil] <i>difficult, hard</i>	sim [si] <i>yes</i>
fácil [fasil] <i>easy</i>	também [tẽmbẽi] <i>also</i>
muito [mũitu] ( <i>adv.</i> ) <i>very</i>	todo, toda [todu, todɐ] <i>all</i>
	vermelho, -a [vĩrmeʃu, -ɐ] <i>red</i>

é [ɛ] *is*; são [sẽu] *are*; é aplicado [ɛ ɐplikadu] (*he*) *is a hard worker*

A. Study: 1. A aluna tem papel branco e tinta vermelha. 2. Os alunos são aplicados. 3. As alunas são aplicadas também. 4. O livro é vermelho. 5. A pedra é preta. 6. O senhor estuda todas as lições. 7. Muitas casas são brancas. 8. São aplicados todos os alunos? 9. Sim, senhor, todos os alunos são muito aplicados. 10. As lições são fáceis; os exercícios são difíceis. 11. A senhorita tem um livro preto e um vermelho. 12. Eu estudo muitas lições difíceis e escrevo todos os exercícios das lições.

B. Reply affirmatively to the following questions, using as many words as you can: 1. Quem tem papel branco? 2. São aplicados os alunos? 3. Estuda o senhor (a senhorita) todas as lições? 4. Quem escreve os exercícios na pedra? 5. Quem ensina as lições? 6. É aplicada a aluna? 7. É preto ou vermelho o livro? 8. Tem o senhor muitas lições difíceis? 9. São fáceis ou difíceis os exercícios? 10. São brancas ou pretas as casas? 11. Estuda o senhor num livro preto ou vermelho? 12. Tem o senhor muitos lápis?

C. Write in Portuguese: 1. Do you (*f.*) study all the exercises in the lesson? 2. Many of the exercises are very difficult. 3. The professor writes the difficult exercises on the blackboard. 4. All the students (*m.*) are very diligent. 5. The girl students are industrious also. 6. I have many white and red houses. 7. Do you write the exercises with [*a*] pencil? 8. Is the book white or red? 9. The books are red and the paper is white. 10. I have many pencils.



D. *Drill in Pronunciation*: dó [dɔ]; lingüístico [lĩŋɡüístiku]; temeu [tĩmeũ]; glória [glɔriɐ]; férreo [ferriũ]; ruído [rrüidu]; lóto [lotu]; lota [lotɐ]; gêlo [ʒelu]; janeiro [ʒeneĩru]; pulga [pulgɐ]; carro [karru]; zelo [zelu]; verão [verẽũ]; louváveis [lovaveis]; armazém [ɐrmazẽĩ]; selvagem [selvazẽĩ]; fez-se uma pausa [fes-sĩ umɐ paũzɐ]; fechou os olhos e ficou imóvel [fĩʃo uzɔʎuz i fiko imɔvel]; abriu-se de novo a porta [ɐbriu-sĩ dĩ novu ɐ pɔrtɐ]; dentro em pouco [dẽntɾu ẽĩm poku]; o toiro pisava a arena [u toĩru pizavɐ arenɐ]; o cavalo baqueou trespassado [u kɐvalu bɐkĩo trĩspɐsadu]; nenhum dos cavaleiros se atreveu a sair [nĩnũn dus kɐvɐleĩrus sĩ ɐtrĩvẽũ ɐ sɐĩr].

## LESSON IV

### 69. *Agreement of Adjectives* (continued)

- a) An adjective that modifies two or more masculine nouns or pronouns is in the masculine plural.

O papel e o sobrescrito são brancos.     *The paper and the envelope are white.*

- b) An adjective that modifies two or more feminine nouns or pronouns is in the feminine plural.

A casa e a escola são brancas.     *The house and the school are white.*

- c) An adjective that modifies both a masculine and a feminine noun or pronoun is usually in the masculine plural.

A tinta e o lápis são pretos.     *The ink and the pencil are black.*

### 70. *Gender of Plural Proper Nouns*

Similarly a noun or pronoun in the masculine plural may refer to both genders.

os professores	<i>the teachers</i> (men and women)
os alunos	<i>the students</i> (boys and girls)
os tios	<i>the uncle and aunt</i>

## 71. Negative Sentences

In negative sentences, as a general rule, *não*, *not*, is placed before the verb.

O senhor não estuda.	<i>You do not study.</i>
O senhor não estuda?	<i>Do you not study?</i>
Não estuda o senhor?	

## EXERCISES

a carta [ɐ kartɐ] letter	que [ki] <i>what?</i> (weak form, used in a sentence)
a classe [ɐ klasɪ] class	quê [ke] <i>what?</i> (strong form, when standing alone)
a direcção [ɐ dɪrɛsɔ̃] address	o sobrescrito [u sobɾiskɾitu] envelope
a escola [ɐ ʃkolɐ] school	
inglês [ɪŋglɛs] English	
não [nɐũ] <i>no, not</i>	
português [pɔɾtuɣɛs] Portuguese	

há [a] *there is, there are*; não há [nɐũ a] *there is (are) not*

A. *Study*: 1. Há muitos alunos na escola. 2. O aluno escreve uma carta à aluna. 3. As lições não são fáceis. 4. Todos os exercícios não são difíceis. 5. Escreve o senhor muitas cartas em português? 6. Não escreve a senhorita a direcção no sobrescrito? 7. Sim, senhor; escrevo a direcção com pena e tinta. 8. Que estuda o senhor no livro? 9. A tinta e o lápis são pretos, o papel e o sobrescrito são brancos. 10. O professor ensina o português na escola. 11. A aluna escreve muitos exercícios difíceis em português. 12. Os exercícios em inglês são muito fáceis; os exercícios em português não são fáceis. 13. Não há muitos alunos portugueses na classe. 14. Há muitas professoras inglesas na escola. 15. Quê?

B. *Answer the following questions*: 1. Que escreve o aluno? 2. A quem escreve o aluno? 3. São difíceis todos os exercícios? 4. Que ensina o professor? 5. São difíceis os exercícios em inglês? 6. Escreve o senhor (a senhora, a senhorita) muitas cartas em português? 7. Há muitas professoras inglesas na escola? 8. São brancos a tinta e o lápis? 9. Quem escreve a direcção no sobrescrito? 10. São aplicados todos os alunos? 11. Em que estuda o senhor? 12. São vermelhos o papel e o sobrescrito?

C. *Write in Portuguese*: 1. I write many exercises in Portuguese. 2. Are there not many students in the class? 3. Do you have a red book?

4. There are not many English students (*f.*) in the school. 5. The exercises are not very difficult. 6. All the lessons are not easy. 7. What does the professor teach? 8. The pencils are not white; the paper and the envelope are white. 9. Do you write a letter to the student (*f.*)? 10. No, sir; I write many difficult exercises. 11. The professor does not write the exercises on the blackboard with chalk.

D. *Drill in Pronunciation:* Quando acabou o estudo, o mestre tirou  
kũẽdu ɛkɐbu u ʔstudu u mestrĩ tĩru

da escrevaninha uma coisa de aparência mui exquisita tũa pintada  
dɐ ʔskrivɐnĩɲɐ umɐ kɔĩɐ dĩ ɐpɐrɛsĩɐ mui ʔkĩzĩtɐ todɐ pĩntadɐ

com figuras de pássaros. Chamou os rapazes e disse-lhes que trouxera  
kũ figurs dĩ pásarus ʃɐmu uz rɐpazĩɹ dĩsĩ-lʃs kĩ trɔusɐrɐ

um presentinho para cada um. E enquanto rodeavam a mesa, tirou  
ũm prĩzẽntĩɲu pɐrɐ kɛdɐ u ɹ ɛɲkũẽtu rrudĩavẽũ ɐ mezɐ tĩru

da tal caixinha umas conchas brancas e cõr de rosa, e brinquedos bonitos  
dɐ tal kɛĩʃĩɲɐ umɐs kũʃɐz brɛɲkɛz ɹ kɔr dĩ rrɔzɐ ɹ brĩɲkedus bunitɔs

que deu aos meninos, com expressões de amizade e bondade.

kĩ dẽũ ɐũz mĩnĩnus kũ ʔsprĩsõĩz dĩ ɐmĩzadĩ-bõndadĩ

## LESSON V

### 72. Present Indicative of *ter* [ter], to have

#### SINGULAR

eu tenho [eu tɐɲu]	<i>I have</i>
tu tens [tu tɛ̃s]	<i>thou hast</i>
o senhor [u sɨɲɔr]	} tem [tɛ̃] <i>you have</i>
a senhora. [ɐ sɨɲɔrɐ]	
a senhorita [ɐ sɨɲurĩtɐ]	
êle tem [ɛlĩ tɛ̃]	<i>he has</i>
ela tem [ɛlɐ tɛ̃]	<i>she has</i>

## PLURAL

nós temos [nos temus]	<i>we have</i>
vós tendes [vos tēdis]	<i>you have</i>
os senhores [us sīnoris]	} têm or teem [tēi or tēīi] <i>you have</i>
as senhoras [as sīnoras]	
as senhoritas [as sīnuritas]	
êles têm or teem [elīs tēi or tēīi]	<i>they (m.) have</i>
elas têm or teem [elas tēi or tēīi]	<i>they (f.) have</i>

## 73. Personal Pronouns

a) In ordinary conversation *you* is *o senhor*, *a senhora*, or *a senhorita* (*senhorinha*) when addressing one person, and *os senhores*, *as senhoras*, *as senhoritas* (*senhorinhas*) when addressing two or more persons. These take the third person, singular or plural, of the verb.

1. The name of the person addressed is generally used with *o senhor*, etc. (abbreviated to *o Sr.*, *a Sra.*, *os Srs.*, *as Sras.*): *How are you, Mr. Mendes?* *Como está o Sr. Mendes?* *How are you, Charles?* *Como está o amigo Carlos?* If the person addressed is fifteen years of age or younger, one may say: *O Sr. Carlos tem um lápis?* or *O menino Carlos tem um lápis?* *Charles, have you a pencil?* When addressing a lady it is customary to use her given name with or without the family name, and it is more respectful to use both *senhora* and *Dona*,<sup>1</sup> thus: *How are you, Miss Mary?* *Como está a Sra. D. Maria?* *How are you, Mrs. (Mary) Mendes?* *Como está a Sra. D. Maria Mendes?* In the classroom the teacher would say: *Miss Mendes, have you a book?* *A senhorinha (senhorita) Maria tem um livro?* In Portugal it would be said: *A Sra. D. Maria Mendes tem um livro?* or *A menina Maria tem um livro?* *Mary, have you a pencil?* *A senhorinha Maria tem um lápis?*
2. If several successive questions are asked of one person, *o senhor* or *a senhora* may be omitted after the first question: *Charles, have you a book?* *O Sr. Carlos tem um livro?* — *Yes, sir, I have a book.* *Sim, senhor; tenho um livro.* — *Have you paper too?* *Tem papel também?* — A student addresses his teacher thus: *Como está o Sr. professor* (or *a Sra. professora*)?

<sup>1</sup> In writing, usually abbreviated to *D.* *Dom* is used with men's names, but only when addressing members of the royal family or of the higher nobility, and bishops of the Roman Catholic Church. *Dom* also is usually abbreviated to *D.*

- b) In Portugal **Vossa Excelência (V. Ex<sup>a</sup>)**, often abbreviated to **Vocência**, is used in formal address to express *you* when speaking to ladies and gentlemen. In Brazil **V. Ex<sup>a</sup>** is used in conversation only when addressing men of great distinction or ladies. In social correspondence **V. Ex<sup>a</sup>** is regularly used in Portugal while in Brazil it is used only in very formal correspondence, the common expression being **V. S<sup>a</sup>**. In commercial correspondence **Vossa Senhoria (V. S<sup>a</sup>)** is commonly used in both countries. The plurals of these expressions are formed regularly. They take the third person of the verb.

In Portugal **tu, thou**, is used in very familiar speech, as between husband and wife, between a parent and a child, or between very intimate friends, and to animals (such as dogs, horses, etc.). It is also used in poetry and in prayers to the Deity. In Brazil, **tu** is rarely used except in poetry or in prayer. Its place is taken by **Você**.

The old plural of **tu** is **vós**, but **vós** is rarely used today in ordinary speech, its place being taken by **Vocês** in both Portugal and Brazil. **Vós** is still used, however, in public speeches, sermons, etc., and in prayers to the Deity.<sup>1</sup>

**Você**<sup>2</sup> may be used when addressing a close friend but it is less familiar than **tu**. The plural of **Você** is **Vocês**. But note that in ordinary conversation **Você** replaces **tu** in Brazil, while **Vocês** replaces **vós** in both Brazil and Portugal.

**Vossemecê** (abbreviated to **Vmcê**) may also be used, especially when addressing servants, porters, etc. The plural is **Vossemecês (Vmcês)**. **Mecê** is also used.

All these forms, except **tu** and **vós**, take the third person of the verb.

#### 74. **Ter que (de)**, *to have to, must*

Eu tenho que (de) estudar.

*I have to or I must study.*

Note also the idiomatic expression:

Tem o senhor uma lição para estudar? *Have you a lesson to study?*

<sup>1</sup> In the prayers of the Roman Catholic Church, **vós** is used regularly.

<sup>2</sup> The **o** of **Você** is open: [vose].

## EXERCISES

alto, -a [altu, -ɐ] <i>high</i>	a mesa [ɐ mezɐ] <i>table, desk</i> (if it resembles a table)
o assento [u ɐsɛntu] <i>seat</i>	para [pɐrɐ] <i>for, in order to, to</i> (if used with infin.)
a aula [ɐ aũlɐ] <i>classroom</i>	porque [purki] (weak form) <i>why; because</i>
o banco [u bɛ̃ŋku] <i>bench</i>	porquê [purke] (strong form) <i>why?</i>
a cadeira [ɐ kɐdeĩrɐ] <i>chair</i>	
a janela [ɐ ʒɛnɛlɐ] <i>window</i>	
largo, -a [largu, -ɐ] <i>wide, broad</i>	
ensinar [ɛsinar] <i>to teach; ensinar</i> [ɪskrɪvɐ] <i>to write; estudar</i> [ɪstudar] <i>to study</i>	

A. *Study*: 1. O senhor tem muitas lições difíceis para estudar. 2. Há muitos assentos na aula para os alunos. 3. As janelas da aula são largas e altas. 4. O professor tem uma mesa e uma cadeira; os alunos têm assentos num banco. 5. A professora tem que ensinar e as alunas têm que estudar. 6. Nós temos papel para escrever cartas. 7. Os senhores têm lições de português e de inglês para estudar. 8. O aluno tem que estudar muito para aprender o português. 9. Tem que estudar muitos exercícios também. 10. Tenho uma carta para escrever; tenho cartas para escrever. 11. O professor tem uma lição para ensinar; a professora tem lições para ensinar. 12. A aula tem janelas, uma pedra, uma mesa e assentos. 13. Os alunos têm que escrever os exercícios com pena e tinta. 14. Ele tem que escrever todos os exercícios em português.

B. *Reply to the following questions*: 1. Que tem o senhor (a senhorita) para escrever? 2. Com que escreve a aluna? 3. Tem ela sobrescrito para a carta? 4. É fácil a lição de inglês? 5. Com que escreve a senhorinha (o senhor) na pedra? 6. São as janelas altas e largas? 7. O senhor tem que escrever os exercícios a tinta ou a lápis? 8. Que têm os alunos para estudar? 9. Porque têm os alunos que estudar muito? 10. Que tem o professor na aula? 11. Que têm os alunos? 12. A senhorinha tem muitas lições para estudar?

C. *Write in Portuguese*: (Do not use *tu* or *vós* to translate *you*.) 1. Do you (*m. sing.*) have many lessons to study? 2. He has a book; she has letters. 3. The professors have many difficult lessons to teach. 4. The classroom has windows, a table, and many seats. 5. The professor has a table and a chair. 6. We have to study much in order to learn the lessons. 7. Have you envelopes for the letters? 8. The windows are high and the benches are broad. 9. The professor (*f.*) has many books on the desk. 10. She has a red book and black pencils.

11. They (*m.*) must write the exercises on the blackboard with chalk.  
 12. They (*f.*) have tables and we have benches. 13. Do you (*m. pl.*)  
 have many exercises to write in the classroom? 14. Do you (*f. pl.*)  
 write the exercises on the blackboard or on paper? 15. Do you (*f. sing.*)  
 have many books? 16. You (*m. sing.*) have many easy lessons to teach.

D. *Drill in Pronunciation:* Os mais ligeiros e os mais belos cavalos  
 uz maiz ligeiruz i uz maiz belus kevaluz

do mundo são da Arábia. O árabe ama o seu cavalo quanto ama a  
 du mündu sãu d-arabiz u arabí emz u seü kevalu küentu emz z

seus filhos. O facto é que o cavalo do árabe vive no meio das crianças.  
 seüs fiäus u faktu e ki u kevalu du arabí viví nu meü des kriêses

Elas saltam por cima dele, penduram-se-lhe nas orelhas e na crina e  
 eles saltêü pur simz delí pëndurêü-sí-äi nez ureäez i ne krinz i

fazem desse manso animal um companheiro de brinquedos. Na Arábia  
 fazêi desí mēsu eminal ün kōmpañeiru dī brĩkedus N-arabiz

o cavalo é mais um amigo do que um servo do homem. Deixem-lhe  
 u kevalu e maiz ü emigu du ki ü servu du emêi deljêi-äi

o seu cavalo e o árabe é feliz mesmo no meio da pobreza.  
 u seü kevalu i u arabí e filiz mezmü nu meü dz pobreza

## REVIEW LESSON I

A. Give the plural of the following words: livro, papel, português, lápis, homem, lição, fácil, anzol, cruz, inglês, senhor, difícil.

B. Give the feminine of the following: preto, inglês, muito, fácil, o, aplicado, todo.

C. Give the Portuguese equivalents for the following: of a book; on the table; to the students (*f.*); in a classroom; of the professors (*m.*); in

the white houses; to the professors (*m.*); in a red book; of a student (*f.*); with ink; in the books; with a pencil; of the ladies; with a pen; in the wide chairs.

D. *Verb Drill*: (Avoid the use of *tu* and *vós*.) he teaches; I have; do you have? does she not study? we do not have; you (*f. sing.*) write; they (*m.*) have; do they (*f.*) not have? the student studies; you (*f. pl.*) have; do you (*m. pl.*) have? the student (*f.*) writes; I do not write; do I have? she is; the professors are.

E. *Write in Portuguese*: 1. I have many exercises to write. 2. Are the windows high and wide? 3. What do you (*m. sing.*) study in the school? 4. Do you (*f. sing.*) have many difficult lessons to study? 5. Yes, sir, and we have many exercises to write. 6. Are the students all diligent? 7. No, sir, all the students are not diligent. 8. He is a very hard worker. 9. Are there many students in the class? 10. Yes, sir, there are many students in the class. 11. With what do you (*m. sing.*) write on the blackboard? 12. Do you (*f. sing.*) write the exercises with ink or with pencil? 13. They (*f.*) write the exercises in a book. 14. Who studies the lessons?

## LESSON VI

### 75. Possessive Case

Possession is denoted by the preposition *de*, *of*, or by the contracted form of the preposition with the article, *do*, *da*, *dos*, *das*.

o livro de João

*John's book*

o livro do aluno

*the student's book*

Portuguese nouns have one form for the singular and one for the plural; they have no ending that corresponds to the English 's.



76. *Present Indicative of ser* [ser], *to be*

SINGULAR		PLURAL	
eu sou [eũ so] <i>I am</i>		nós somos [nos somus] <i>we are</i>	
tu és [tu es] <i>thou art</i>		vós sois [vos sois] <i>you are</i>	
o senhor [u sɲor]	} é [ɛ] <i>you are</i>	os senhores [us sɲoris]	} são [sɐũ]
a senhora [ɐ sɲore]		as senhoras [as sɲores]	
a senhorita [ɐ sɲurite]		as senhoritas [as sɲurites]	
êle é [eli ɛ] <i>he is</i>		êles são [elis sɐũ] <i>they (m.) are</i>	
ela é [elɐ ɛ] <i>she is</i>		elas são [elas sɐũ] <i>they (f.) are</i>	

NOTE: Hereafter the personal pronoun subjects will not be included in phonetic transcriptions of the verb forms.

## EXERCISES

agora [ɛgorɐ] <i>now</i>	mas [mɐs] <i>but</i>
a aritmética [aritmɛtikɐ] <i>arithmetic</i>	a ortografia [ɐ urtoɣrafɛ] <i>orthography, spelling</i>
a geografia [ɐ ʒiɣrafɛ] <i>geography</i>	pouco, -a [poku, -ɐ] <i>little; (adv.) little</i>
a gramática [ɐ gramatikɐ] <i>grammar</i>	poucos, -as [pokus, -as] <i>few</i>
João [ʒũũ] <i>John</i>	preguiçoso <sup>1</sup> [prɛʒisozu] <i>lazy</i>
a leitura [ɐ leitɔrɐ] <i>reading</i>	
Maria [mɛrie] <i>Mary</i>	

aula de português, *Portuguese class*; exercício de português, *Portuguese exercise*; lição de gramática, *grammar lesson* or *lesson in grammar*; livro de leitura, *reader*

NOTE: Hereafter the articles will be omitted in the phonetic transcriptions of the vocabularies.

A. *Verb Drill*: (The young women in the class should be careful to make the proper agreements, thus: eu sou preguiçosa; eu não sou a professora, etc.) 1. They (*m.*) are lazy. 2. Am I a hard worker? 3. Is she not the professor? 4. We have to study now. 5. Are you (*m. sing.*) not diligent? 6. You (*f. pl.*) are lazy.

(This exercise should be repeated several times, changing the subject each time.)

<sup>1</sup> But note the feminine and the plural forms: preguiçosa [prɛʒisozɐ], preguiçosos [prɛʒisozus], preguiçosas [prɛʒisozɐs]. This is the rule for all adjectives ending in -oso. See § 38, a.

B. *Study:* 1. Eu tenho o livro do professor. 2. A senhorinha tem os livros dos alunos. 3. Quem tem o livro de Maria? 4. Temos as penas das professoras. 5. São aplicados João e Maria? 6. Maria é muito aplicada, mas João é um pouco preguiçoso. 7. Há poucos alunos na classe de aritmética. 8. A pena tem pouca tinta. 9. Tem o senhor um livro de leitura para estudar? 10. Sim, senhor, e tenho também muitos exercícios difíceis de português para escrever. 11. As senhoritas têm que estudar muito a lição de ortografia. 12. As janelas da aula são altas e largas. 13. Tôdas as lições não são fáceis. 14. Que estuda agora a senhorita Maria?

C. *Answer the following questions:* 1. Que tem o senhor? 2. Quem tem os livros da professora? 3. Quem é aplicado, João ou Maria? 4. Quem é um pouco preguiçoso? 5. São as alunas preguiçosas? 6. Que tem o senhor que estudar? 7. Têm as senhoras muitos exercícios para escrever? 8. Há muitas alunas na aula de português? 9. É difícil a lição de aritmética? 10. É difícil também a lição de gramática? 11. São largas e altas as janelas da aula? 12. Há muita tinta na pena? 13. Tem o senhor o livro de leitura de João?

D. *Write in Portuguese:* 1. Do you have to study the geography lesson? 2. Yes, sir, and I have to study the grammar lesson also. 3. We have Mary's book. 4. I study the English exercises in the student's book. 5. You (*f. sing.*) have the professor's pencils. 6. Mary's books are not on the table. 7. They (*m.*) have few books, but you (*m. pl.*) have many. 8. You (*f. pl.*) have many books, but we have few. 9. Is the spelling lesson difficult or easy? 10. John and Mary must study a great deal in order to write the Portuguese exercises. 11. They (*m.*) are students in the school. 12. What are you (*m. sing.*) studying now? 13. Who has the professor's reader? 14. Do you (*f. sing.*) also have the students' pens?

## Leitura

Numa escola muitos dos alunos são preguiçosos. Um dia<sup>1</sup> o professor diz<sup>2</sup>:

— Os senhores não devem ser<sup>3</sup> preguiçosos. O aluno que ver<sup>4</sup> o outro<sup>5</sup> deixar de olhar para<sup>6</sup> o seu<sup>7</sup> livro, venha me avisar.<sup>8</sup>

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<sup>1</sup> day.   <sup>2</sup> says.   <sup>3</sup> não devem ser, *should not be.*   <sup>4</sup> que ver, *who shall see.*   <sup>5</sup> another.   <sup>6</sup> deixar de olhar para, *quit looking at.*   <sup>7</sup> his.   <sup>8</sup> venha me avisar, *come and tell me.*

Eu vi <sup>1</sup> João tirar os olhos <sup>2</sup> do livro, e fui dizê-lo <sup>3</sup> ao professor.  
 — Como sabe (*know*) o senhor que João não estuda? diz êle.  
 — Eu o <sup>4</sup> vi, senhor.  
 — Oh, o senhor viu? <sup>5</sup> E onde estavam os seus olhos? <sup>6</sup>  
 Estavam no livro?

## LESSON VII

### 77. The Regular Conjugations

Portuguese verbs are divided into three conjugations, according to the infinitive endings: *-ar, -er, -ir*.

I	II	III
falar, <i>to speak</i>	aprender, <i>to learn</i>	partir, <i>to leave</i>

Like these are inflected all regular verbs with corresponding infinitive endings.

### 78. Inflectional Endings of the Present Indicative

The inflectional endings of the present indicative are:

- I. -o, -as, -a, -amos, -ais, -am
- II. -o, -es, -e, -emos, -eis, -em
- III. -o, -es, -e, -imos, -is, -em

### 79. Present Indicative of *falar, aprender, partir*

falar [fɐlar], *to speak*

#### SINGULAR

fal-o [falɐ]	<i>I speak, do speak, am speaking</i>
fal-as [falɐs]	<i>thou speakest, dost speak, art speaking</i>
fal-a [falɐ]	<i>you speak, do speak, are speaking</i>
	<i>he, she, or it speaks, does speak, is speaking</i>

<sup>1</sup> saw.    <sup>2</sup> tirar os olhos, *take his eyes*.    <sup>3</sup> fui dizê-lo, *I went and told it*.  
<sup>4</sup> him.    <sup>5</sup> saw.    <sup>6</sup> onde estavam os seus olhos? *where were your eyes?*

## PLURAL

fal-amos [fələmus] *we speak, do speak, are speaking*fal-ais [fəlaís] *ye speak, do speak, are speaking*fal-am [falěũ] *you or they speak, do speak, are speaking*aprender [əprēnder], *to learn*partir [pərtir], *to leave**I learn, do learn, am learning, etc.**I leave, do leave, am leaving, etc.*

## SINGULAR

aprend-o [əprēndu]

aprend-es [əprēndís]

aprend-e [əprēndí]

## SINGULAR

part-o [partu]

part-es [pərtís]

part-e [pərtí]

## PLURAL

aprend-emos [əprēndemus]

aprend-eis [əprēndeís]

aprend-em [əprēnděĩ]

## PLURAL

part-imos [pərtimus]

part-is [pərtís]

part-em [pərtěĩ]

Each of the verb forms given above may be translated in either one of three ways, thus: **aprendo**, *I learn, I do learn, I am learning*. But **não aprendo** is usually to be translated in only two ways: *I do not learn, I am not learning*.

## 80. Remarks on the Present Indicative

- a) Notice that the accent falls on the stem in all of the singular, and in the third person of the plural. In the first and second persons of the plural the accent is on the ending.
- b) This shift of accent brings about different pronunciations of the stem vowel. Thus when the **a** of **falar** is unaccented or before a nasal, it is [ə]; but accented and not before a nasal it is [a]. The same is true of the **a** of **partir**, according as it is accented or unaccented.

**Aprender** is a little different from most verbs in **-er**. The first **e** of this verb remains close and nasalized [ẽ], as do all verbs with **-end**, **-ent**. But most verbs with an **e** stem have three different pronunciations for the **e**: **ĩ** when unaccented, close **e** when accented and followed by **o**, and open **ɛ** when accented in all other cases.

escrever [ʔskrʔver], *to write*

## SINGULAR

escrevo [ʔskrɐvu]  
 escreves [ʔskrɐvʔs]  
 escreve [ʔskrɐvʔ]

## PLURAL

escrevemos [ʔskrʔvemʊs]  
 escreveis [ʔskrʔvɛʔs]  
 escrevem [ʔskrɐvɛʔ]

81. *Omission of the Subject Personal Pronoun*

In Portuguese the subject pronoun is usually omitted.

tenho, *I have*

aprendemos, *we learn*

1. Sometimes the subject pronoun is needed for emphasis or to make the meaning clear:

Ele estuda, mas ela não estuda. *He studies, but she does not study.*

2. It is usually more polite to express *o senhor, a senhora, a senhorita, Vossa Excelência, Vossa Senhoria, Você*, etc., but these expressions need not be repeated within a sentence.

## EXERCISES

o apagador [ʔpɐgɐdɔr] *eraser*

apagar [ʔpɐgɐr] *to erase*

o caderno [kɐdɐrnu] *notebook, exercise book*

correctamente [kurɐtɐmɛntʔ] *correctly*

a dificuldade [dʔfikuldɐdʔ] *difficulty*

então [ɛntɐũ] *then*

o êrro [ɛrru] *mistake*

explicar [ʔsplikar] *to explain*

marcar [mɐrkɐr] *to point out, call attention to*

passar [pɐsar] *to pass, go (to the blackboard)*

quando [kũndu] *when*

se, si [sʔ] *if*

sublinhar [sublinɐr] *to underline*

viver [vʔvɛr] *to live*

A. *Continue the conjugation of the verbs, at first with the personal pronoun subjects and then without:* 1. (Eu) sublinho os êrros. 2. (Eu) não falo português. 3. (Eu) escrevo com pena. 4. (Eu) aprendo a lição.

B. *Study:* 1. Quando tenho muitos exercícios para escrever, tenho que estudar muito. 2. João passa à pedra e escreve os exercícios com giz. 3. Os exercícios que escreve têm muitos êrros. 4. O professor marca os êrros e também ele explica tôdas as dificuldades aos alunos. 5. Então João apaga os exercícios com um apagador. 6. Escreve o senhor os exercícios da lição para o professor? 7. Sim, senhor, e quando não escrevo correctamente, o professor sublinha os êrros com tinta vermelha. 8. Se não há êrros, o professor marca as dificuldades. 9. Então escreve-

mos os exercícios num caderno. 10. Maria vive numa casa branca. 11. A casa tem muitas janelas largas. 12. Maria estuda muito para aprender bem as lições. 13. Maria é aplicada, mas João é um pouco preguiçoso. 14. Ele não estuda muito quando tem lições difíceis.

C. *Answer the following questions:* 1. Quando tem o senhor que estudar muito? 2. Quem passa à pedra? 3. Com que escreve os exercícios? 4. Há muitos erros nos exercícios que ele escreve? 5. Com que apaga João os exercícios? 6. Com que sublinha o professor os exercícios? 7. Vive o senhor (a senhorita) numa casa branca? 8. Os senhores falam português? 9. São fáceis as lições de português? 10. Se o senhor é preguiçoso, aprende bem? 11. Quando o senhor estuda muito, escreve correctamente os exercícios? 12. Explicam os professores todas as dificuldades?

D. *Write in Portuguese:* 1. Do you (*m. sing.*) live in a white house? 2. Yes, sir, I live in a white house. 3. It has many tall windows. 4. Are you (*f. pl.*) studying Portuguese? 5. Yes, sir, we do study Portuguese, and it is very difficult. 6. They (*m.*) write the exercises on the board with chalk. 7. The professor is explaining the difficulties to the students (*f.*). 8. He underlines the mistakes with black ink. 9. If the students write correctly, there are no mistakes in the exercises. 10. Then they write the exercises in a notebook. 11. We go to the blackboard in order to write. 12. When you (*m. pl.*) do not write correctly, the professor points out the mistakes. 13. We erase the exercises with an eraser, and then we go to the seats. 14. Do you (*f. sing.*) not have many difficult lessons to study?

## Leitura

O pequeno <sup>1</sup> João vai (*goes*) à escola pela primeira vez.<sup>2</sup> Em casa, a sua mãe <sup>3</sup> pergunta <sup>4</sup>:

— João, gostas da <sup>5</sup> escola?

— Sim, mamã, gosto muito,<sup>6</sup> — diz <sup>7</sup> ele; — mas a professora não sabe muito.

A mãe diz:

— Porque dizes <sup>8</sup> que a professora não sabe muito?

— Porque ela tem que fazer muitas perguntas <sup>9</sup> aos alunos.

<sup>1</sup> little. <sup>2</sup> pela primeira vez, for the first time. <sup>3</sup> a sua mãe, his mother.

<sup>4</sup> asks. <sup>5</sup> gostar de, to like. <sup>6</sup> gosto muito, I like it a great deal. <sup>7</sup> says.

<sup>8</sup> Note the second person singular, intimate form, from dizer, to say.

<sup>9</sup> fazer muitas perguntas, to ask many questions.

## LESSON VIII

## 82. Possessives

*Singular of the possessor and thing possessed:*

meu, minha [meũ, minɐ]	<i>my or mine</i>
teu, tua [teũ, tuɐ]	<i>thy or thine</i>
seu, sua [seũ, suɐ]	<i>his, her, hers, your, yours or its</i>

*Singular of the possessor and plural of the thing possessed:*

meus, minhas	<i>my or mine</i>
teus, tuas	<i>thy or thine</i>
seus, suas	<i>his, her, hers, your, yours or its</i>

*Plural of the possessor and singular of the thing possessed:*

nosso, -a [nosu, -ɐ]	<i>our or ours</i>
vosso, -a [vosu, -ɐ]	<i>your or yours</i>
seu, sua [seũ, suɐ]	<i>their, theirs, your or yours</i>

*Plural of the possessor and the thing possessed:*

nossos, -as	<i>our or ours</i>
vossos, -as	<i>your or yours</i>
seus, suas	<i>their, theirs, your or yours</i>

## 83. Agreement

Contrary to English usage, in Portuguese these possessives agree in gender and number with the thing possessed and not with the possessor, as indicated in the arrangement under § 82. Thus *seu* may mean either *his* or *her*, depending on the gender of the noun with which it is used. They are generally repeated before each noun to which they refer.

Tenho o meu livro e a minha pena.	<i>I have my book and pen.</i>
Tenho os meus livros.	<i>I have my books.</i>
João tem a sua pena.	<i>John has his pen.</i>
Maria tem as suas penas.	<i>Mary has her pens.</i>
Temos o nosso livro.	<i>We have our book.</i>
Temos as nossas penas.	<i>We have our pens.</i>

84. *Omission of Article*

As seen from the examples given, the possessives usually require the definite article: *o meu livro, my book*. But the article is usually omitted in the following cases:

- a) Before the names of close relatives.

meu pai e minha mãe *my father and mother*

- b) In direct address.

meu amigo! *my friend!*

- c) In the predicate.

O livro é seu. *The book is his.*

85. *Your and Yours*

Just as the subject pronouns (*o senhor*, etc.) take the third person of the verb, so do the possessives take the third person. Thus *seu, sua*, etc., besides having the meaning of *his, her, hers*, etc., may also mean *your, yours, their, theirs*. As this is sometimes confusing, when there is any question of the meaning *his, her*, or *their* may be expressed by *dêle, dela, dêles, delas*; and *your* or *yours* by *do senhor, da senhora, da senhorita*, etc.

Thus *o seu livro* may mean *his book, her book, their book, your book* but *o livro dêle* can mean only *his book*; and *o livro dela*, *her book*; *o livro do senhor*, *your book*; *o livro da senhorinha*, *your (f.) book*.

86. *Interrogative "whose"*

Interrogative *whose* is *de quem*.

De quem é o livro que o senhor tem? *Whose book have you? (lit. Of whom is the book that you have?)*

87. *Past Participles*

I. *falar*: falado [faladu] *spoken*

II. *aprender*: aprendido [aprendidu] *learned*

III. *partir*: partido [partidu] *left*

Like these verbs are formed the past participles of all regular verbs.

*Escrever* has an irregular past participle: *escrito, written*.



88. *Present Perfect Indicative of falar**I have spoken, etc.*

SINGULAR	PLURAL
tenho falado	temos falado
tens falado	tendes falado
tem falado	têm falado

Like **tenho falado**, etc., is formed the present perfect indicative of all Portuguese verbs.

89. *Present Indicative of levar and tocar*

*levar, to carry                      tocar, to touch, play*

SINGULAR	SINGULAR
levo [levu]	toco [toku]
levas [levəs]	tocas [tokəs]
leva [levə]	toca [tokə]
PLURAL	PLURAL
levamos [ljevəmus]	tocamos [tukəmus]
levais [livaɪs]	tocais [tukais]
levam [levəũ]	toçam [tokəũ]

Like **levar** and **tocar** are inflected most regular verbs of the first conjugation with **-e-** and **-o-** stems, that is, the **e** and **o** are open **ɛ**, **ɔ** when stressed and have the sounds **ɪ**, **u** when unstressed.

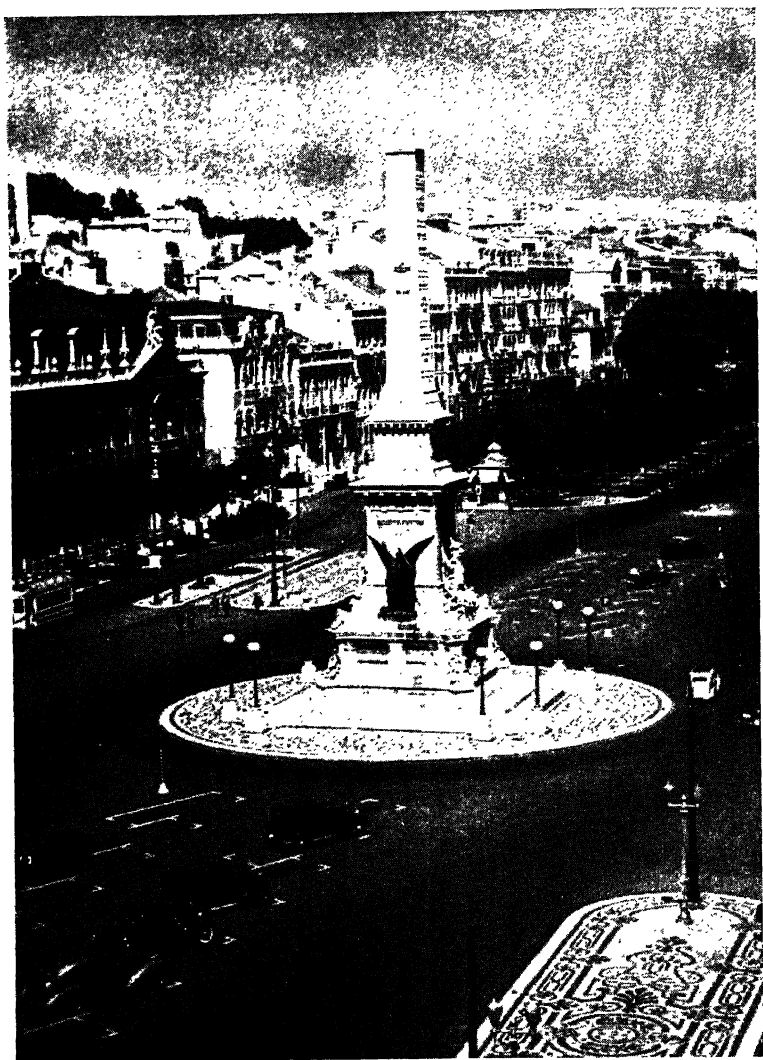
## EXERCISES

achar [ʔʃar] <i>to find</i>	o irmão [irməũ] <i>brother</i>
ainda [ɛĩndɐ] <i>yet, still</i>	a mãe [mãi] <i>mother</i>
bem [bɛi] <i>well</i>	o pai [pai] <i>father; pl. parents</i>
o cão [kəũ] <i>dog; pl. cães [kɛis]</i>	o piano [pɛnu] <i>piano</i>
desejar [dizɛʒar] <i>to desire, want</i>	tomar [tumar] <i>to take</i>
a irmã [irmɐ] <i>sister</i>	trabalhar [trɛbɐʃar] <i>to work</i>

escola municipal [— munisipal] *municipal or public school*; tenho tido [— tidu] *I have had*; tocar piano *to play the piano*; trabalhar muito *to work hard*



UMA VELHA CASA PITORESCA DO RIO DE JANEIRO



UMA GRANDE PRAÇA DE LISBOA

A. Give the English equivalent or equivalents of each of the following:

1. os seus pais. 2. as minhas irmãs. 3. a casa delas. 4. a mãe do senhor. 5. a casa é sua. 6. o piano é dêle. 7. o seu cão. 8. os nossos lápis. 9. as suas lições. 10. o pai das senhoritas. 11. o cão é do senhor. 12. o meu não é seu.

B. Study: 1. Tenho estudado as minhas lições. 2. Meu pai tem um cão preto. 3. Os livros não são dêle, são meus. 4. Temos achado o livro de V. Ex<sup>a</sup>. (Vossa Excelência). 5. As alunas tocam piano na casa do senhor. 6. Meus irmãos têm trabalhado muito para aprender bem as suas lições. 7. Minhas irmãs desejam tomar lições de gramática. 8. Os irmãos da senhorinha têm tomado lições de português. 9. A aluna acha difíceis os exercícios de inglês. 10. De quem são os cães brancos? 11. Os cães brancos são de João, e os cães pretos são dêle também. 12. Maria tem trabalhado muito para aprender as suas lições. 13. Mas João é um pouco preguiçoso e não trabalha muito para aprender as suas. 14. Temos escrito os nossos exercícios, mas o senhor não tem escrito os seus. 15. A aluna tem achado o livro do professor e o livro dela na aula. 16. Não tenho falado ainda com o pai dos senhores, mas tenho falado com a mãe dêles.

C. Answer the following questions: 1. Tem estudado o senhor as suas lições? 2. Quem tem um cão preto? 3. Deseja o senhor escrever uma carta? 4. De quem é o livro vermelho? 5. Há muitas janelas na casa do senhor? 6. Toca a senhorita piano na sua casa? 7. Tem trabalhado muito o pai do aluno? 8. Com o pai de quem fala o senhor? 9. Tem achado fáceis os alunos as suas lições? 10. A irmã do senhor tem tido lições de português? 11. Têm os senhores os seus livros de leitura? 12. O senhor tem escrito os seus exercícios?

D. Write in Portuguese: 1. Have you (*m. sing.*) spoken to her father or to his father? 2. We have not yet studied our lessons. 3. My brothers have studied their lessons. 4. The red book is mine, and the black book is his. 5. Whose books have you (*f. sing.*) taken? 6. They find their exercises very difficult. 7. Are you (*m. pl.*) studying your lessons now? 8. My sisters are playing the piano in your house. 9. Do you (*f. pl.*) want to speak Portuguese? 10. Your books are red but mine are black. 11. We have worked hard in order to write our exercises correctly. 12. John and Mary are students in the public school. 13. They have had to work hard in order to learn. 14. Whose book do you (*f. sing.*) have? 15. I have your book and you have mine. 16. In my house there are many high windows.

## Leitura

O Brasil tem uma extensão<sup>1</sup> de perto de<sup>2</sup> 3,275,000 milhas quadradas,<sup>3</sup> e tem uma população de perto de 45,000,000 habitantes. É o maior país<sup>4</sup> da América do Sul e da América do Norte; é ainda maior do que o nosso país.

O Brasil é um país muito rico em productos<sup>5</sup> de tôdas as sortes.<sup>6</sup> Produz<sup>7</sup> a maior parte<sup>8</sup> do café do mundo.<sup>9</sup> O Brasil está situado<sup>10</sup> inteiramente<sup>11</sup> ao leste<sup>12</sup> de Nova-York.

## LESSON IX

90. *Demonstrative Adjectives and Pronouns*

The forms for the adjectives and for the pronouns are the same.

## SINGULAR

êste (m.), esta (f.) [estɨ, estɐ] *this, this one*

êsse (m.), essa (f.) [esɨ, esɐ] *that, that one*

aquele (m.), aquela (f.) [ɐkɐlɨ, ɐkɐlɐ] *that, that one*

## PLURAL

êstes, estas [estɨs, estɐs] *these, these ones*

êsses, essas [esɨs, esɐs] *those, those ones*

aqueles, aquelas [ɐkɐlɨs, ɐkɐlɐs] *those, those ones*

91. *Distinction between êste, êsse, aquele, etc.*

Êste, etc., usually refers to that which is near the person speaking; it might be called the first person of the demonstrative.

Êsse, etc., denotes that which is near the person addressed, or is the second person of the demonstrative.

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<sup>1</sup> area.    <sup>2</sup> about.    <sup>3</sup> square miles.    <sup>4</sup> o maior país, the largest country.  
<sup>5</sup> products.    <sup>6</sup> tôdas as sortes, all kinds.    <sup>7</sup> il produces.    <sup>8</sup> part.    <sup>9</sup> world.  
<sup>10</sup> is situated.    <sup>11</sup> entirely.    <sup>12</sup> to the east.

Aquele, etc., denotes that which is remote, hence is the third person of the demonstrative.

The demonstratives should be repeated before each noun to which they refer.

Esta pena, êsse livro e aquela cadeira. *This pen (which I have or near me), that book (which you have or near you), and that chair (distant from both of us).*

## 92. Neuter Demonstrative Pronouns

The neuter demonstrative pronouns given below are invariable in form. They never refer to a definite person or thing.

isto [istu] *this*      isso [isu] *that*      aquilo [akilu] *that*

Como pode isso ser?      *How can that be?*  
Que é aquilo?      *What is that?*

## 93. Contraction of the Demonstratives

- a) When the preposition **de** precedes any of the demonstratives, its **e** is dropped and the **d** is written as one word with the demonstrative.

de + êste (esta, etc.) = dêste (desta, etc.)  
de + isto = disto

- b) When **em** precedes any demonstrative, it is changed to **n**, which is written as one word with the demonstrative.

em + êste (esta, etc.) = nêste (nesta, etc.)  
em + isto = nisto

- c) The preposition **a** will combine only with **aquele** (**aquela**, **aqueles**, **aquelas**) and **aquilo**. In this case, the two "neutral" **a** sounds [ɐ] combine to form one "clear" **a**.

a + aquele (aquela, aqueles, aquelas) = àquele (àquela, àqueles, àquelas)  
[akelɫ, akelɛ, akelɪs, akelɛs]  
a + aquilo = aquilo [akilu]

## 94. Cardinal Numbers

um, uma [ũ, umɐ] <i>one</i>	nove [nəvĩ] <i>nine</i>
dois, duas [dois, duɐs] <i>two</i>	dez [dez] <i>ten</i>
três [tɾɛs] <i>three</i>	onze [õzĩ] <i>eleven</i>
quatro [kʷatɾu] <i>four</i>	doze [dozĩ] <i>twelve</i>
cinco [sĩŋku] <i>five</i>	treze [tɾɛzĩ] <i>thirteen</i>
seis [seis] <i>six</i>	catorze [kɐtoɾzĩ] <i>fourteen</i>
sete [setĩ] <i>seven</i>	quinze [kĩzĩ] <i>fifteen</i>
oito [oĩtu] <i>eight</i>	dezesesseis <sup>1</sup> [dĩzĩseis] <i>sixteen</i>

## 95. Gender of Numerals

Um and dois have both a masculine and a feminine form, but the other numerals given above have only one form each for both genders.

um lápis <i>one pencil</i>	uma pena <i>one pen</i>
dois lápis <i>two pencils</i>	duas penas <i>two pens</i>

Note that um lápis may mean either *one pencil* or *a pencil* and uma pena may mean either *one pen* or *a pen*.

96. Present Indicative of *escrever* and *comer*

escrever [ĩskɾivɐr], <i>to write</i>	comer [kumer], <i>to eat</i>
SINGULAR	SINGULAR
escrevo [ĩskɾevu]	como [komu]
escreves [ĩskɾevĩs]	comes [komĩs]
escreve [ĩskɾevĩ]	come [komĩ]
PLURAL	PLURAL
escrevemos [ĩskɾivemus]	comemos [kumemus]
escreveis [ĩskɾiveĩs]	comeis [kumeĩs]
escrevem [ĩskɾevẽĩ]	comem [komẽĩ]

Like *escrever* and *comer* are inflected most regular verbs of the second conjugation with the stem vowels *-e-* and *-o-*. Note that the *-e-* and the *-o-* represent three sounds: (1) the close sounds *e* and *o* when accented and followed by final *-o*; (2) the open sounds *ɛ*, *ɔ* when accented and not followed by *-o*; and the values of *i*, *u* when unaccented.

<sup>1</sup> Some of the "teen" numbers present variations in spelling or pronunciation; thus *dezasessis* [dĩzɐsɛis], etc.

97. *Present Indicative of ler* [ler], *to read*

## SINGULAR

leio [leju]

lês [les]

lê [le]

## PLURAL

lêmos [lemus]

ledes [ledis]

lêem [êêi]

The present indicative of *crer*, *to believe*, is inflected like that of *ler*.

## EXERCISES

o avô [ɐvo] <i>grandfather</i> ; pl. avôs [ɐvos] <i>grandparents</i>	mesmo, -a [mezmu, -ɐ] <i>same</i> muito . . . para <i>too . . . to</i>
a avó [ɐvɔ] <i>grandmother</i> ; pl. avós [ɐvos]	a mulher [mulɐr] <i>woman</i> primeiro, -a [primeiru, -ɐ] <i>first</i>
a filha [fiʎɐ] <i>daughter</i>	que [ki] (rel. pron.) <i>who, which,</i> <i>that</i>
o filho [fiʎu] <i>son</i> ; pl. filhos <i>children</i> (sons and daughters)	rico, -a [riku, -ɐ] <i>rich</i>
forte [forti] <i>strong</i>	velho, -a [veʎu, -ɐ] <i>aged, old</i>
o homem [omɐi] <i>man</i>	

já não vivem *they are not living now*

A. 1. Give the English equivalents for the following: *êste livro*; *naquela casa*; *dêsse homem*; *àquelas mulheres*; *dessas lições*; *êsses exercícios*; *nesta aula*; *êste livro e êsses*; *a essa mulher e àquelas*; *aquilo que êle tem*; *nisto que tenho*.

2. Give the Portuguese equivalents for the following: *this man and that one (by you)*; *these women and those (remote)*; *to these students*; *of those professors*; *in this classroom*; *to that*; *I have spoken of that (to which you refer)*; *what is this (by me)?*

B. Study: 1. *Êste homem e esta mulher vivem naquela casa branca.* 2. *João e Maria são filhos daquela mulher.* 3. *Têm dois avôs e duas avós.* 4. *Os avôs são muito velhos agora para trabalhar mas têm trabalhado muito.* 5. *Estas lições são muito difíceis para aprender.* 6. *O senhor tem escrito uma carta a seu pai?* 7. *Não, senhor, ainda não tenho escrito uma carta a meu pai.* 8. *Êste homem é forte, mas aquele não é forte.* 9. *Leio os exercícios no caderno desta aluna.* 10. *Escreve a senhorinha uma carta àquela professora?* 11. *Não, senhor, isto que escrevo não é uma carta.* 12. *Temos a lição de português nesta aula ou naquela?* 13. *Minha mãe e a mãe do senhor não são ricas.* 14. *Êste homem é meu pai, mas eu não sou seu filho.* — *Quem é então?* — *Sou*



sua filha. 15. Tenho que estudar a minha lição de gramática neste livro e a lição de geografia naquele. 16. Esse cão branco e aquele são meus.

C. *Answer the following questions:* 1. Vive o senhor naquela casa branca? 2. São velhos os avós do senhor? 3. O senhor acha difíceis esses exercícios? 4. Que lêem os senhores neste livro vermelho? 5. É rico o pai do senhor? 6. O professor tem explicado todas as dificuldades nestas lições? 7. Desejam os alunos escrever correctamente esses exercícios? 8. Quem tem escrito uma carta àquela aluna? 9. De quem é esse cão branco e aquele? 10. Quem tem sublinhado os erros com tinta vermelha?

NOTE: The conversational work may be supplemented by having a number of objects on the desk and holding them up one by one, asking: *Que é isto?* to which the student replies: *Isso é um lápis*, etc. Or by pointing to objects on the students' desks or in the classroom, such as windows, benches, tables, chairs, etc.

D. *Write in Portuguese:* 1. Two and one are three; four and five are nine; six and eight are fourteen; seven and nine are sixteen; four and six are ten; five and eight are thirteen; twelve and two are fourteen; six and nine are fifteen; ten and one are eleven. 2. That old man is the father of my father; he is my grandfather. 3. I have two sisters and three brothers. 4. Our grandmother is too old to work. 5. Did you have to work hard to learn these lessons? 6. Yes, sir, I have had to work hard because I have had many difficult lessons to study. 7. Do your grandparents live in the same white house with you? 8. No, sir, they are not living now. 9. Do you write the exercises for this professor or for that one? 10. Have you read this? 11. What is that? 12. Have you studied the first lesson in this book? 13. This black dog is yours and that one is mine. 14. Our professors want to point out all the difficulties in these lessons.

## Leitura

### SOME PORTUGUESE PROVERBS

Cão que muito ladra <sup>1</sup> nunca <sup>2</sup> é bom <sup>3</sup> para a caça.<sup>4</sup>

Há males <sup>5</sup> que vêm <sup>6</sup> por bem.<sup>7</sup>

Mãe aguçosa,<sup>8</sup> filha preguiçosa.

---

<sup>1</sup> barks.   <sup>2</sup> never.   <sup>3</sup> good.   <sup>4</sup> hunt.   <sup>5</sup> misfortunes.   <sup>6</sup> come.   <sup>7</sup> for the best.   <sup>8</sup> diligent.

Mais <sup>1</sup> vêem <sup>2</sup> dois olhos <sup>3</sup> que um.  
 Muito sabe o rato,<sup>4</sup> mas mais sabe o gato.<sup>5</sup>  
 O cão velho quando ladra dá conselho.<sup>6</sup>  
 Todo o branco não é farinha.<sup>7</sup>

## LESSON X

98. *Present Indicative of servir and dormir*

servir [sĩrvir], to serve

dormir [durmir], to sleep

## SINGULAR

## SINGULAR

sirvo [sĩrvu]

durmo [durmu]

serves [sĩrvís]

dormes [dormís]

serve [sĩrvĩ]

dorme [dormĩ]

## PLURAL

## PLURAL

servimos [sĩrvimus]

dormimos [durmimus]

servis [sĩrvís]

dormis [durmis]

servem [sĩrvěĩ]

dormem [dorměĩ]

pedir [pĩdir], to ask, ask for

poder [puder], to be able, can

## SINGULAR

## SINGULAR

peço [pesu]

posso [põssu]

pedes [pẽdis]

podes [põdis]

pede [pẽdĩ]

pode [põdĩ]

## PLURAL

## PLURAL

pedimos [pĩdimus]

podemos [pudemus]

pedis [pĩdis]

podeis [pudeis]

pedem [pẽděĩ]

podem [põděĩ]

Like servir and dormir are inflected most verbs of the third conjugation with stem vowels e and o. Note that in the first person

<sup>1</sup> more.   <sup>2</sup> see.   <sup>3</sup> eyes.   <sup>4</sup> rat.   <sup>5</sup> cat.   <sup>6</sup> gives counsel.   <sup>7</sup> flour.

singular the -e-, -o- become -i-, -u-, and that the accented -e-, -o- are *é, ó*; unaccented, *i, u*.

In *pedir* and *poder* note that the first person singular has a different consonant from the rest of the inflection, and that the *e, o* are *é, ó*.

### EXERCISES

a água [agũ] <i>water</i>	fechar [fɨʃar] <i>to close</i>
Ana [ənɐ] <i>Anna</i>	o leite [leiti] <i>milk</i>
beber [biber] <i>to drink</i>	Luiz [lũiz] <i>Louis</i>
a carne [karnĩ] <i>meat</i>	o pão [pũ] <i>bread; pl. pães [pẽis]</i>
o criado [kriadu] <i>servant (m.); a criada maid</i>	pedir [pĩdir] <i>to ask, ask for</i>
dormir [durmir] <i>to sleep</i>	poder [puđer] <i>to be able, can</i>
a espósa [ispozɐ] <i>wife</i>	o primo [primu] <i>cousin (m.); a prima [primɐ] cousin (f.)</i>
o espóso [ispozu] <i>husband</i>	a tia [tiɐ] <i>aunt</i>
a família [fɐmiljɐ] <i>family</i>	o tio [tiu] <i>uncle</i>

tenha a bondade de (*followed by infn.*) *please*

A. *Verb Drill*: I sleep; you serve; they ask; we can; I cannot; he is sleeping; you have read; have you had? do I ask? I am not serving; have you slept?

B. *Study*: 1. Na mesa há água, carne e pão. 2. Ana é a criada na minha família; Luiz é o nosso criado. 3. Temos comido carne com pão. 4. Tenho bebido todo o leite e comido todo o pão. 5. Tenha a bondade de escrever estes exercícios na pedra. 6. O senhor tem escrito correctamente; não há erros. 7. Aquele homem é meu tio; seu filho é meu primo. 8. A mãe de minha prima é minha tia. 9. O meu primo e eu temos os mesmos dois avós. 10. Tenha a bondade de passar a carne e o pão. 11. Minha avó é velha e não pode trabalhar muito. 12. Não sou muito velho para trabalhar, mas não desejo trabalhar muito. 13. Meu tio Fernando é um homem muito rico e tem seis criados na sua casa. 14. Os criados têm que trabalhar muito. 15. Quando tenho estudado muito, não posso dormir. 16. Dorme bem o senhor? 17. O espóso da minha tia é meu tio, e eu sou o sobrinho dele.

C. *Answer the following questions*: 1. Tem o senhor três irmãs? 2. A avó do senhor é muito velha para trabalhar? 3. Come o senhor carne e pão? 4. Bebe o senhor leite ou água? 5. Pode o senhor fechar essas janelas? 6. Pede o senhor o pão? 7. Porque o senhor não pode

trabalhar? 8. São os avós do senhor muito ricos? 9. Os alunos têm escrito todos os exercícios? 10. Não há erros nos exercícios que eles têm escrito? 11. Que é a filha da tia do senhor? 12. Que é o irmão do pai do senhor?

D. *Write in Portuguese:* 1. I have two uncles, three aunts, and eight cousins. 2. Louis is my uncle's son; he is my cousin. 3. Old men cannot work very hard because they are not strong. 4. Very many of the exercises are too difficult to write correctly. 5. If you are not strong can you work hard? 6. Please pass the bread and milk. 7. My mother has two rich nieces. 8. Have you eaten all the meat? 9. These students (f.) are the cousins of those men. 10. The professor has pointed out the errors in these exercises. 11. Did you ask for the water or the milk? 12. I do not want to sleep in that white house. 13. Why can you not close the windows? 14. Anna is my mother's maid; she lives in our house. 15. My uncle Louis's wife writes many letters to her nephews. 16. Please write these exercises on the blackboard.

### Leitura

Perguntaram <sup>1</sup> um dia <sup>2</sup> a Milton, o grande poeta <sup>3</sup> inglês, porque um rei <sup>4</sup> pode receber <sup>5</sup> a corôa <sup>6</sup> aos quatorze anos <sup>7</sup> mas só <sup>8</sup> pode casar-se <sup>9</sup> aos dezóito.<sup>10</sup>

— É simples — declarou <sup>11</sup> o poeta; — é que é mais <sup>12</sup> fácil governar <sup>13</sup> um reino <sup>14</sup> do que <sup>15</sup> uma mulher.

## REVIEW LESSON II

A. *Give the English equivalents for the following:* os seus livros; os livros do senhor; os livros dele; o livro é seu; o livro é do senhor; o livro é dela; minha mãe; a nossa casa; este homem e aquele; àquelas mulheres; disto; naquela casa; êstes e êsses; nisso.

---

<sup>1</sup> They asked. <sup>2</sup> day. <sup>3</sup> poet. <sup>4</sup> king. <sup>5</sup> receive. <sup>6</sup> crown. <sup>7</sup> years.  
<sup>8</sup> only. <sup>9</sup> get married. <sup>10</sup> eighteen. <sup>11</sup> declared. <sup>12</sup> more. <sup>13</sup> to govern.  
<sup>14</sup> kingdom. <sup>15</sup> do que, than.

B. *Express the following in Portuguese:* my grandparents; John's book; this professor and that one; your (*f. sing.*) book; their pencils and ours; this one is mine, that one is yours (*f. sing.*); to those men; in this (*indeterminate*); her books and his books; their (*m.*) lessons and their (*f.*) lessons; your (*f. pl.*) mother.

C. *Verb Drill:* I am eating; you (*m. pl.*) have written; do we learn? we are speaking; is she learning? I carry, we carry; does she not read? I write, you (*m. sing.*) write, we are writing; I sleep; she is not sleeping; do we sleep? I can, we can; I have wished; have you (*m. sing.*) read?

D. *Write in Portuguese:* 1. Have you (*m. sing.*) had my book? 2. Is there meat and bread on the table? 3. Who lives in that white house? 4. I do not have this man's books, but he has mine. 5. Have you (*m. sing.*) written this? 6. The professor has called attention to that. 7. My uncle John's nephews are the children of that woman. 8. If they are too old to work, they can read. 9. The students have not written the exercises correctly. 10. They must study hard in order to learn. 11. I play the piano in my cousin's house. 12. There is no milk on the table, but there is water. 13. That rich man has five servants; three are women and two are men. 14. In school we learn that four and eight are twelve, six and nine are fifteen, twelve and four are sixteen. 15. My aunt lives in a house which has many high windows. 16. Please close the windows. 17. I ask for water, but you (*m. sing.*) ask for milk.

## LESSON XI

### 99. Indirect Object

The indirect object requires the preposition *a*, *to* (except with the pronouns *me*, *te*, etc.).

A quem dá ela o livro?

*To whom does she give the book?*

Ela dá o livro ao João.<sup>1</sup>

{ *She gives the book to John.*  
*She gives John the book.*

---

<sup>1</sup> Note the use of the definite article before a given name. This is not unusual when speaking of someone with whom the speaker is familiar.

Note that the preposition *to* may be omitted in English if the indirect object precedes the direct object. The Portuguese preposition *a* cannot be thus omitted before a noun:

*He gives John the book.*

*Dá o livro ao João.*

### 100. Direct Object

The direct object does not, as a rule, require a preposition, but the preposition *a* is used before a direct object to avoid ambiguity when there are two direct objects, one denoting a person and the other a thing (e.g., a title), or whenever the preposition is needed to distinguish the object from the subject of the verb, as the Portuguese word order permits the object to come first with the subject after the verb (see the first example below).

*À guerra segue a paz.*

*Peace follows war.*

*Chamaram ao Sr. Costa o chefe do partido.*

*They called Mr. Costa the leader of the party.*

### 101. Feminine of Adjectives

- a) Adjectives with the masculine ending in *-o* change the *o* to a *a* to form the feminine.

MASC.	FEM.
alto	alta
vermelho	vermelha

- b) Adjectives whose masculine ends in *-ão* form the feminine by dropping the *o*.

MASC.	FEM.
chão, <i>level</i>	chã
alemão, <i>German</i>	alemã

- c) Adjectives with other terminations generally have the same form for the masculine and feminine, with the exception of adjectives of nationality, where *-a* is added to the final consonant.

MASC.	FEM.
pobre, <i>poor</i>	pobre
azul, <i>blue</i>	azul
BUT:	
inglês	inglesa
português	portuguesa

102. *Adjectives with Irregular Feminines*

Some adjectives do not form the feminine as indicated above. Among them are:

MASC.	FEM.	PL.
bom, <i>good, well</i>	boa	bons, boas
mau, <i>bad</i>	má	maus, más
algum, <i>some</i>	alguma	alguns, algumas
nenhum, <i>none</i>	nenhuma	nenhuns, nenhuma

103. *Present Indicative of querer* [kírer], *to wish, want*

SINGULAR	PLURAL
quero [keru]	queremos [kíremus]
queres [kerís]	quereis [kíreís]
quer [ker] <i>or</i>	querem [kerêi]
quere [kerí]	

## EXERCISES

- |   |   |
|---|---|
| alugar [elugar] <i>to rent</i>                              | o quarto de dormir <i>bedroom</i>                               |
| o andar [əndar] <i>floor, story</i> (of a house)            | querer [kírer] <i>to wish, want</i>                             |
| o banho [bænu] <i>bath</i>                                  | querer a <i>to like</i> (a person), <i>be fond of</i>           |
| a cozinha [kuzipɐ] <i>kitchen</i>                           | a sala [salɐ] <i>large room</i>                                 |
| as divisões [dɪvizõis] <i>rooms</i> (of a house in general) | a sala de jantar [ʒəntar] <i>dining room</i>                    |
| gostar de [gustar] <i>to like</i> (a thing or with infin.)  | a sala de visitas [vɪzites] (or simply) <i>sala living room</i> |
| o quarto [kũartu] <i>room</i>                               | segundo, -a [sɛgũdu, -ɐ] <i>second</i>                          |
| o quarto de banho <i>bathroom</i>                           |   |
- andar térreo [terrũ] *or* rés-do-chão (rɛz-du-ʃœũ) *ground or first floor*;  
 andar de cima [simɐ] *upper story*; primeiro andar *second story* (our second story being counted as their first, etc.)

A. Give the feminine of the following: inteligente, aplicado, cristão, espanhol (*Spanish*), fácil, velho, branco, comum, civil, vulgar, bom, mau, algum.

B. Study: 1. Meu pai quer alugar uma casa. 2. Fala com um senhor que tem uma casa para alugar. 3. Esta casa tem seis divisões: sala (de

visitas), sala de jantar, cozinha, e três quartos de dormir. 4. Tem também dois quartos de banho. 5. Há no andar térreo (rés-do-chão) a sala, a sala de jantar e a cozinha. 6. No primeiro andar há os três quartos de dormir e os dois quartos de banho. 7. Eu quero muito a meus tios. 8. João gosta de tomar banho quando tem trabalhado. 9. Minha mãe não gosta de trabalhar na cozinha. 10. Os meus avôs vivem no andar de cima daquela casa branca. 11. No segundo andar vive a família de Maria. 12. O senhor gosta de tocar piano? 13. Sim, senhor, gosto.<sup>1</sup> 14. Meu pai tem alugado a casa, e agora vivemos nela. 15. No meu quarto há uma mesa, duas cadeiras, três janelas e muitos livros. 16. Temos achado esta casa muito boa.

C. *Answer the following questions:* 1. Quem quer alugar uma casa? 2. Com quem fala? 3. A casa tem quantas (*how many*) divisões? 4. Quais são os quartos no andar térreo (rés-do-chão)? 5. No andar de cima? 6. O senhor gosta de escrever os exercícios? 7. A quem quer o senhor? 8. Que há no quarto do senhor? 9. O senhor come na sala de visitas? 10. Quem vive no primeiro andar daquela casa? 11. Não há quartos de dormir no andar térreo? 12. Pode o senhor dormir no andar térreo? 13. Porquê?

D. *Write in Portuguese:* 1. We have a maid because my wife does not like to work in the kitchen. 2. We are fond of our grandparents because they are good. 3. Please explain the difficulties in this lesson. 4. My father has rented a house. 5. On the ground floor there is the living room, the dining room, and the kitchen. 6. The bedrooms and the bathrooms are on the upper story. 7. My mother likes the house. 8. We have not written the exercises because they are very difficult. 9. There are not any easy lessons in this book. 10. If the professor points out the mistakes, the students write the exercises in their notebooks. 11. My cousins have lived in the same house with my grandparents. 12. The man rented the house to my father. 13. He can rent the house to our family because he does not live in it (*nela*). 14. Louis is our servant and he lives in a room on the second floor of our house. 15. Louis can sleep well because he has had to work hard. 16. Our house has three bathrooms. 17. I have written all these exercises, and now I can sleep.

---

<sup>1</sup> Note that in answering a question the object, and hence the *de* also, may be omitted.



## Leitura

Prêto é o carvoeiro,<sup>1</sup> branco o seu dinheiro.<sup>2</sup>

Aqueles são ricos que têm amigos.

Não é rico aquele que tem o que<sup>3</sup> quer, mas aquele que quer o que<sup>3</sup> tem.

Não há dia sem<sup>4</sup> tarde.<sup>5</sup>

Nada<sup>6</sup> tem quem<sup>7</sup> não se contenta<sup>8</sup> com o que tem.

Quem<sup>7</sup> tudo<sup>9</sup> quer, tudo perde.<sup>10</sup>

Quem<sup>7</sup> quando pode, não quer, quando quer, não pode.

## LESSON XII

104. *Present Indicative of estar* [istar], *to be*

SINGULAR	PLURAL
estou [isto]	estamos [istemos]
estás [istas]	estais [istais]
está [ista]	estão [istão]

105. *Estar and ser*

- a) These two words are both equivalent to *to be* in English, but they cannot be used interchangeably. *Ser* denotes permanency, or an inherent quality which we naturally associate with a person or thing, that which is characteristic. *Estar* denotes situation, or a temporary state or condition which is not by nature characteristic of a person or thing.

A casa é branca.                      *The house is white.*  
(This is the characteristic of that house.)

João está doente.                      *John is sick.*

(Denoting a state or condition which is not characteristic of the person.)

---

<sup>1</sup> coal man.    <sup>2</sup> money.    <sup>3</sup> o que, what.    <sup>4</sup> without.    <sup>5</sup> evening.    <sup>6</sup> Nothing.  
<sup>7</sup> he who.    <sup>8</sup> se contenta, is satisfied.    <sup>9</sup> everything.    <sup>10</sup> loses.

A água está fria. *The water is cold.*

(This is descriptive of the condition of that particular water at that time.)

O gelo é frio. *Ice is cold.*

(This is a characteristic naturally associated with ice.)

It is clear, then, that either *ser* or *estar* may be used with an adjective to make different implications.

Maria é pálida. *Mary is pale.*

(She has naturally a pale complexion.)

Maria está pálida. *Mary is pale.*

(Something has happened to make her become suddenly pale.)

- ) In the matter of location, *estar* is always used to refer to temporary location, as the whereabouts of a person. But if the location is permanent either *ser* or *estar* may be employed, *ser* stressing place where and *estar* laying more emphasis on the descriptive aspect of the site.

João está na casa.

*John is in the house.*

O livro está na mesa.

*The book is on the table.*

A casa está num alto.

*The house stands on a hill.*

Lisboa está (está situada) na margem direita do Tejo.

*Lisbon is (is situated) on the right bank of the Tagus.*

BUT:

Lisboa é em Portugal.

*Lisbon is in Portugal.*

## 06. Adjectives with *ser*, *estar*

Sometimes the same adjective will take on a different meaning when used with one or the other of these verbs.

*ser* bom *to be good* (character)

*estar* bom *to be well* (health)

## 07. Uses of *ser*

*Ser* is generally used in impersonal expressions, or when followed by a noun or pronoun, and to denote possession.

É verdade.

*It is true.*

Meu pai é professor.

*My father is a teacher.*

É ele.

*It is he.*

O livro é meu.

*The book is mine.*

108. *Omission of the Indefinite Article*

The article is usually omitted before an unmodified predicate noun.

Este homem é português.

Meu pai é professor.

*This man is a Portuguese.*

*My father is a professor.*

## EXERCISES

o amigo [ɐmigu] friend (m.); a	a parede [peredi] wall
amiga friend (f.)	pensar [pēsar] to think (of), intend
bom [bõ] (m.), boa (f.) good	
a cadeira de braços [brasus] arm-chair	procurar [prukurar] to seek, look for
a cama [kɐmɐ] bed	o quadro [kɥadru] picture
a cómoda [komudɐ] chiffonier	quanto, -a [kɥentu, -ɐ] how much; pl. how many
doente [dũenti] sick, ill	a secretária [sɪkɾitɐriɐ] writing desk
eléctrico, -a [ɛlɛtriku, -ɐ] electric	o sofá [suɤa] sofa
a luz [luʒ] light	o toucador [tokɐdor] dressing table
o móvel [mõvel] piece of furniture;	visitar [vɪzitar] to visit
móveis, furniture	

em casa at home; em casa dum amigo at a friend's

A. Give the Portuguese for the following: I am eating; do you write? I am good; he is not well; have you studied? she is thinking; you are a student; we are in the house; this is not true (*verdade*); I serve; he does not serve; we are serving.

B. Study: 1. A minha mãe está doente, mas eu estou bom. 2. No meu quarto tenho uma cama, duas cadeiras de braços e uma cómoda. 3. Não posso trabalhar quando estou doente. 4. O meu cão é preto, e aquele é branco. 5. Maria está na sala de jantar e a criada está na cozinha. 6. Temos luz eléctrica na nossa casa. 7. Esses homens são professores. 8. Maria é portuguesa e eu sou português também. 9. Meu pai não está em casa, está em casa dum amigo. 10. Os móveis do quarto de Maria são uma mesa, um toucador, uma cómoda e três cadeiras. 11. Há também muitos quadros nas paredes. 12. Maria procura os seus livros. 13. Tem achado os livros na sala. 14. João gosta de dormir nesta boa cama quando tem trabalhado muito. 15. O professor quer bem aos alunos que são aplicados. 16. Penso visitar o meu amigo que está doente.

C. *Answer the following questions:* 1. Quem está doente? 2. Como está o senhor? 3. Quais móveis tem o senhor no seu quarto? 4. Quantas divisões há na casa do senhor? 5. Que procura o senhor? 6. O professor é bom? 7. O senhor pensa visitar o seu amigo que está doente? 8. O senhor quer bem ao professor? 9. O senhor gosta de escrever os exercícios difíceis? 10. Quantos exercícios tem que escrever? 11. Há um sofá e uma secretária na sala? 12. Quem pode dormir bem quando tem trabalhado?

D. *Write in Portuguese:* 1. My mother is not at home, she is at a friend's who is sick. 2. Please look for my books. 3. I like to live in this house. 4. My mother is an Englishwoman. 5. I like my friend's parents very much. 6. The bedrooms are on the second floor of our house. 7. I intend to study in order to speak Portuguese. 8. We have found the Portuguese grammar very easy. 9. The students do not like that professor because he is not good. 10. John is not yet at home. 11. The milk which is on the table is cold. 12. In Mary's room there are a bed, two armchairs, a dressing table, and a chiffonier. 13. John's father is not well. 14. What pieces of furniture are there in the living room? 15. The windows of this house are high. 16. All houses now have electric light.

## Leitura

Copérnico foi <sup>1</sup> um iniciador <sup>2</sup> da astronomia moderna. Quando ele morreu, <sup>3</sup> seu corpo <sup>4</sup> foi <sup>1</sup> depositado <sup>5</sup> na igreja <sup>6</sup> de Warnic, na Polônia. Sobre <sup>7</sup> uma pedra modesta, lê-se (*one reads*) esta inscrição <sup>8</sup>: « Eu não te <sup>9</sup> peço o perdão <sup>10</sup> dado (*given*) a Paulo e eu não espero <sup>11</sup> a graça <sup>12</sup> dada a Pedro. Eu te peço apenas <sup>13</sup> aquilo dado ao ladrão <sup>14</sup> na cruz. » <sup>15</sup>

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<sup>1</sup> was.    <sup>2</sup> pioneer.    <sup>3</sup> died.    <sup>4</sup> body.    <sup>5</sup> placed.    <sup>6</sup> church.    <sup>7</sup> On.  
<sup>8</sup> inscription.    <sup>9</sup> thee.    <sup>10</sup> pardon.    <sup>11</sup> hope for.    <sup>12</sup> grace.    <sup>13</sup> only.  
<sup>14</sup> thief.    <sup>15</sup> cross.

## LESSON XIII

109. *Personal Pronoun Objects*

The following personal pronouns are used as objects of verbs:

SINGULAR	PLURAL
me [mɨ] <i>me, to me</i>	nos [nʊs] <i>us, to us</i>
te [tɨ] <i>thee, to thee</i>	vos [vʊs] <i>you, to you</i>

Te corresponds to tu and vos to vós; the student will have no occasion to use them except for reading.

Note the difference in pronunciation between nos and vos [nʊs, vʊs] as objects and nós and vós as subjects [nɔs, vɔs].

110. *Position of Personal Pronoun Objects*

- a) The personal pronoun objects usually, but not necessarily, follow the verb in simple affirmative sentences, being connected with it by a hyphen.<sup>1</sup>

Ele procura-me. }	<i>He is looking for me.</i>
Ele me procura. }	
Dá-me o livro. }	<i>He gives me the book.</i> <i>He gives the book to me.</i>

- b) The pronoun precedes the verb in negative sentences, in most relative clauses, and after some interrogative pronouns and some conjunctions and adverbs.<sup>1</sup>

<sup>1</sup> Brazilian usage permits much freedom in the location of the object pronoun with relation to the verb, and it is a mistake to make hard and fast rules for Brazilian Portuguese. The position of the subject and euphony determine more often than not where the object pronoun is placed. About all that can be said is that in Brazilian usage the object pronoun may either precede or follow the verb, with these two exceptions: (1) it cannot begin a sentence; (2) in a negative sentence it precedes the verb. This also applies to reflexive objects.

Ele não me procura

*He is not looking for me.*

Quem me procura?

*Who is looking for me?*

O homem que me procura é meu pai.

*The man who is looking for me is my father.*

### 111. Reflexive Verbs

- a) The pronouns given above may also be used as reflexives. The reflexive pronoun of the third person singular and plural is *se*.

Present Indicative of *achar-se*, to find oneself, be

#### SINGULAR

eu acho-me [aʃu-mi] *I find myself, I am*

tu achas-te [aʃəs-ti] *thou findest thyself, thou art*

o senhor	}	acha-se [aʃɐ-si]	<i>you find yourself, you are</i>
a senhora			
a senhorita			

êle	}	acha-se [aʃɐ-si]	<i>he finds himself, he is</i>
ela			

#### PLURAL

nós achamo-nos [ɐʃɐmu-nus] *we find ourselves, we are*

vós achais-vos [ɐʃais-vus] *you find yourselves, you are*

os senhores	}	acham-se [aʃɐm-si]	<i>you find yourselves, you are</i>
as senhoras			
as senhoritas			

êles	}	acham-se [aʃɐm-si]	<i>they find themselves, they are</i>
elas			

Note that in the first person plural the final *s* is dropped before *nos*. This occurs in all tenses except the future and conditional indicative.

- b) Many verbs are reflexive by nature in Portuguese, but not in English.

Levanto-me.

*I get up (rise).*

Deito-me.

*I lie down (go to bed).*

- c) If the subject is inanimate, the reflexive construction is generally preferred in Portuguese to the passive voice.

Aqui fala-se português.

*Portuguese is spoken here.*

Pede-se.

*It is requested.*

## EXERCISES

algum, -a [algũ, algumɐ] <i>some</i>	o espelho [ispeʃu] <i>mirror</i>
a almofada [almufadɐ] <i>pillow</i>	o lençol [lẽsol] <i>sheet; pl. lençóis</i>
o aparador [ɐpɐɾɔdɔr] <i>sideboard</i>	[lẽsois]
aqui [ɛki] <i>here</i>	levantar-se [lĩvẽtar-sĩ] <i>to get up,</i>
assim [ɛsĩ] <i>so, thus</i>	<i>rise</i>
cansado, -a [kãsadu, -ɐ] <i>tired</i>	limpo, -a [lĩpu, -ɐ] <i>clean</i>
chamar [ʃɐmar] <i>to call; cha-</i>	mau [maũ] ( <i>m.</i> ), má [ma] ( <i>f.</i> )
mar-se <i>be called, be named</i>	<i>bad</i>
o cobertor [kubĩrtɔr] <i>blanket</i>	o médico [mediku] <i>doctor</i>
como [komu] <i>as, how, like</i>	nenhum, -a [nĩnju, nĩnumɐ] <i>no,</i>
deitar-se [deĩtar-sĩ] <i>to lie down,</i>	<i>none</i>
<i>go to bed</i>	receber [rĩsĩber] <i>to receive</i>
não é assim, (or simply) não é, <i>is it not true? isn't it so? isn't it?</i>	

A. *Express in Portuguese:* he does not find us; you (*f. pl.*) go to bed; we teach ourselves; you (*m. sing.*) get up; she is looking for me; he is not speaking to me; it is written that . . . ; they write to me.

B. *Study:* 1. Chamo-me João, e meu primo chama-se Luiz. 2. No seu quarto Maria tem um toucador com um bom espelho. 3. O aparador se acha na sala de jantar. 4. A minha cama é boa; tem algumas almofadas, lençóis e um cobertor. 5. Gosto de deitar-me, mas não gosto de levantar-me. 6. O leite não está frio. 7. Quando estou doente chamo o médico. 8. Nenhum dos meus amigos é médico. 9. Esse aluno é muito mau, não quer estudar as suas lições. 10. Os senhores se acham cansados, não é (assim)? 11. O professor explica-nos as dificuldades quando nos ensina a lição. 12. Quando o professor nos fala na classe, levantamo-nos dos assentos. 13. Tenho achado este livro na casa de meu tio. 14. Durmo muito bem nesta boa cama quando estou cansado. 15. Os assentos naquela aula não estão limpos. 16. Alguns alunos não escrevem correctamente os exercícios e o professor tem que sublinhar os erros.

C. *Answer the following questions:* 1. Como se chama o senhor? 2. Acha-se o aparador na cozinha? 3. Tem o toucador um bom espelho? 4. São limpos os lençóis? 5. Quantas almofadas tem o senhor na sua cama? 6. O senhor tem uma boa cama no seu quarto? 7. Gosta o senhor de levantar-se? 8. Fala-se português aqui? 9. Quem ensina a lição ao senhor? 10. Recebe o senhor os seus amigos na sala de jantar?

11. O pai do senhor é médico? 12. A quem chama o senhor quando está doente?

D. *Write in Portuguese:* 1. My father is visiting in the house of a friend. 2. The friend is sick and has called the doctor. 3. The doctor's name is Mr. Pereira. 4. He is looking for me but he cannot find me. 5. How many chairs are there in your bedroom? 6. When we visit in the house of our friends they receive us in the living room. 7. Please get up. 8. How are you? I am well. 9. We like to drink the milk when it is cold. 10. The furniture in the dining room is a table, some chairs, and a sideboard. 11. Are there clean sheets and some pillows on your bed? 12. We do not like to get up when we are tired. 13. The water is cold, isn't it? 14. I have to get up from the seat when the professor speaks to me. 15. Who is looking for me? 16. I am not looking for you, I am looking for the books.

### Leitura

Quem foi Osvaldo Cruz? Foi um grande médico brasileiro que acabou com <sup>1</sup> a febre amarela <sup>2</sup> no Brasil. Ele nasceu <sup>3</sup> no Estado <sup>4</sup> de São Paulo em 5 de agosto <sup>5</sup> de 1872 e morreu em 1917. A febre amarela matava <sup>6</sup> muitas pessoas no Brasil e não havia <sup>7</sup> remédio <sup>8</sup> contra <sup>9</sup> ela. Mas Osvaldo Cruz descobriu que os mosquitos transmitem <sup>10</sup> a febre amarela e declarou guerra <sup>11</sup> aos mosquitos. Depois de <sup>12</sup> poucos anos, a febre amarela quase <sup>13</sup> desapareceu <sup>14</sup> do Brasil.

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<sup>1</sup> acabou com, put an end to. <sup>2</sup> febre amarela, yellow fever. <sup>3</sup> was born. <sup>4</sup> State. <sup>5</sup> August. <sup>6</sup> used to kill. <sup>7</sup> there was. <sup>8</sup> remedy. <sup>9</sup> against, for. <sup>10</sup> transmit. <sup>11</sup> declarou guerra, made war. <sup>12</sup> Depois de, after. <sup>13</sup> almost. <sup>14</sup> disappeared.



## LESSON XIV

112. *Personal Pronoun Objects* (continued)

- a) The common forms of the personal pronouns of the third person used as objects of verbs are:

DIRECT OBJECT	INDIRECT OBJECT
o <i>him, it</i>	lhe { <i>him, to him</i>
a <i>her, it</i>	{ <i>her, to her</i>
	{ <i>it, to it</i>
os <i>them (m.)</i>	lhes <i>them, to them (m. and f.)</i>
as <i>them (f.)</i>	

- b) These are also the forms for *you* (o *senhor*, etc.) when used as object of a verb:

o <i>you (m.)</i>	lhe <i>to you (m. and f.)</i>
a <i>you (f.)</i>	
os <i>you (m.)</i>	lhes <i>to you (m. and f.)</i>
as <i>you (f.)</i>	

Procuro o livro.	<i>I seek the book.</i>
Procuro-o [prukuru-u].	<i>I seek it.</i>
Procuro o senhor.	<i>I seek you.</i>
Procuro-o.	<i>I seek you.</i>
Procuro os livros.	<i>I seek the books.</i>
Procuro-os [prukuru-us].	<i>I seek them.</i>
Procuro os senhores.	<i>I seek you (pl.).</i>
Procuro-os.	<i>I seek you.</i>
Procuro a carta.	<i>I seek the letter.</i>
Procuro-a [prukuru-ɐ].	<i>I seek it.</i>
Procuro a senhora (a senhorita).	<i>I seek you.</i>
Procuro-a.	<i>I seek you.</i>
Procuro as cartas.	<i>I seek the letters.</i>
Procuro-as [prukuru-es].	<i>I seek them.</i>

Procuvo as senhoras (as senhoritas).	<i>I seek you.</i>
Procuvo-as.	<i>I seek you.</i>
Procuvo o professor (os professores).	<i>I seek the teacher (teachers).</i>
Procuvo-o (-os).	<i>I seek him (them).</i>

Ele lhe dá (or dá-lhe) o livro.	<i>He gives the book to him (her or you).</i>
Ele não lhes dá o livro.	<i>He does not give them (or you) the book.</i>

It will be observed that *o*, *os*, *a*, *as* serve both as articles and as object pronouns.

### 113. "It" as Direct Object

English *it* (direct object) is expressed in Portuguese by *a* when it refers to a feminine noun, and by *o* when it refers to a masculine noun or to something indefinite.

Tenho a pena.	<i>I have the pen.</i>
Tenho-a.	<i>I have it.</i>
Tenho o livro.	<i>I have the book.</i>
Tenho-o.	<i>I have it.</i>
Não creio isso.	<i>I do not believe that.</i>
Não o creio.	<i>I do not believe it.</i>

### 114. Object Pronouns with Certain Verb Endings

When the verb form ends in *r*, *s*, or *z*, these letters are dropped, and the pronoun takes the old forms *-lo*, *-los*, *-la*, *-las*. If the verb ends in *m*, the pronouns become *-no*, *-nos*, *-na*, *-nas*. Thus:

procuras-o (-a, -os, -as) becomes procura-lo (-la, -los, -las)  
 procuramos-o, etc. becomes procuramo-lo, etc.  
 procurais-o, etc. becomes procurai-lo, etc.  
 procuram-o (-a, -os, -as) becomes procuram-no (-na, -nos, -nas)

In the case of the infinitive, the first conjugation takes an acute accent on the *a*, the second a circumflex on the *e*, and the third is not affected.

procurar-o becomes procurá-lo, etc.  
 comer-o becomes comê-lo, etc.  
 produzir-o becomes produzi-lo, etc.

115. *Hours of the Day*

É uma (hora). *It is one (o'clock).*

À uma (hora). *At one (o'clock).*

São duas (horas). *It is two (o'clock).*

Às três e meia. *At half-past three.*

Às quatro e um quarto. *At a quarter past four.*

Às cinco menos um quarto. *At a quarter to five.<sup>1</sup>*

Às doze e dez (minutos). *At ten minutes past twelve (o'clock), at twelve ten.*

Às oito da manhã. *At eight (o'clock) in the morning (or A.M.).*

Às três da tarde. *At three (o'clock) in the afternoon (or P.M.).*

Às onze da noite. *At eleven (o'clock) at night (or P.M.).*

Ao meio-dia. *At noon (twelve o'clock).*

À meia-noite. *At midnight.*

Que horas são? *What time is it? What o'clock is it?*

Meia (*half*) is an adjective and agrees with hora, while quarto (*quarter*, *fourth*) is here a noun and therefore does not agree.

116. *Present Indicative of cear [sɨar], to sup, have supper*

SINGULAR	PLURAL
ceio [seɨu]	ceamos [sɨemus]
ceias [seɨes]	ceais [sɨais]
ceia [seɨe]	ceiam [seɨẽu]

Verbs in -ear (and some in -iar, such as odiar, *to hate*) are inflected like cear.

## EXERCISES

almoçar [almusar] <i>to lunch</i>	o jantar [ʒɛntar] <i>dinner</i>
o almôço, pl. almoços [almosu, almôsus] <i>lunch; o primeiro (or pequeno) almôço breakfast</i>	a manhã [mɛɲɐ] <i>morning</i>
a comida [kumidɐ] <i>food, meal</i>	meio, -a [mɛɨu, -ɐ] <i>half</i>
o dia [diɐ] <i>day</i>	menos [menos] <i>less</i>
a hora [ɔɾɐ] <i>hour</i>	a noite [noiti] <i>night</i>
jantar [ʒɛntar] <i>to dine, have dinner</i>	quente [kɛnti] <i>warm, hot</i>
	sentar-se [sɛntar-si] <i>to sit down</i>
	a tarde [tardi] <i>afternoon, evening</i>

<sup>1</sup> One hears also: a um quarto para as cinco, às quatro e três quartos, or às quatro e quarenta e cinco minutos.

A. *Express in Portuguese:* we sit down; I write to you (*f. sing.*); to drink it (*m.*); they are looking for them (*f.*); I do not speak to her; we underline them (*m.*); he eats it (*m.*); I am looking for you (*f. pl.*); I do not have it (*f.*); I am not writing to them.

B. *Study:* 1. Sentamo-nos nas cadeiras e deitamo-nos na cama. 2. Eu me deito às dez da noite e levanto-me às sete e meia da manhã. 3. Ele procura os livros mas não os acha. 4. Esta água está muito quente; não posso bebê-la. 5. Não gosto de beber o leite quando está quente. 6. Procura-me o senhor? Sim, procuro-o, desejo falar-lhe. 7. Tomamos o primeiro almôco às oito e um quarto da manhã, e jantamos às nove menos um quarto da tarde. 8. Os alunos têm escrito os exercícios? Não, senhor, escrevem-nos agora. 9. O dia tem doze horas e a noite tem doze também. 10. O professor sublinha os erros e então os alunos os escrevem correctamente nos seus cadernos. 11. Quando as lições são difíceis, o professor as explica aos alunos. 12. Ele lhes explica as dificuldades. 13. João está na casa de um amigo a quem quer muito. 14. O tio de meu amigo é médico e chamo-o quando estou doente. 15. A criada nos serve as comidas; serve-as na sala de jantar. 16. Não gosto dos móveis desta casa porque não são limpos.

C. *Answer the following questions:* 1. A que horas deita-se o senhor? 2. Quantas comidas há no dia? 3. Como se chamam as comidas? 4. A que horas tomam o primeiro almôco os senhores? 5. O senhor gosta de beber leite quente? 6. Acha-se o senhor cansado quando tem trabalhado? 7. O senhor procura o livro? 8. Tem o senhor a pena? 9. O senhor tem que estudar a lição? 10. A que horas levanta-se o senhor? 11. Que horas são? 12. Quais são os móveis numa casa?

D. *Write in Portuguese:* 1. Please sit down in this chair. 2. I am looking for the same book that you are looking for. 3. I am not looking for you, I am looking for her. 4. We do not like to get up at five o'clock in the morning. 5. My grandmother is very old and has to go to bed at seven in the evening. 6. This water is too warm to drink. 7. Mary sits down in the armchair. 8. I find these lessons difficult; do you find them difficult too? 9. This meat is bad; I do not want to eat it. 10. Is the professor here? The students are looking for him. 11. We eat breakfast in the kitchen, but we lunch and have dinner in the dining room. 12. He is in the living room, is he not? 13. I want to speak to you now. 14. English is not spoken here. 15. I do not have the letters; do you have them? 16. She reads the letters from her mother to us.

## Leitura

Portugal é um dos estados <sup>1</sup> da Europa occidental.<sup>2</sup> Ele tem por limites <sup>3</sup> ao norte <sup>4</sup> e a leste <sup>5</sup> a terra <sup>6</sup> de Espanha, ao sul e a oeste <sup>7</sup> o oceano. O seu maior comprimento <sup>8</sup> é de 555 quilómetros, e a sua maior largura <sup>9</sup> é de 210 quilómetros; a sua superfície <sup>10</sup> é de 88,740 quilómetros quadrados.<sup>11</sup> A sua população é pouco menos de 8 milhões.<sup>12</sup> A capital é a cidade de Lisboa, que está situada sobre o Tejo <sup>13</sup>; outras cidades importantes são: o Porto, Coimbra, onde se acha uma grande universidade, Vizeu, Braga, Setúbal.

## LESSON XV

### 117. *Personal Pronoun Objects* (continued)

- a) When a verb has two personal pronoun objects, the indirect precedes the direct.
- b) The personal pronoun objects combine in the following ways:

me + o, a = mo, ma, *it to me*  
 me + os, as = mos, mas, *them to me*  
 te + o, a = to, ta, *it to thee*  
 te + os, as = tos, tas, *them to thee*  
 nos + o, a = no-lo, no-la, *it to us*  
 nos + os, as = no-los, no-las, *them to us*  
 vos + o, a = vo-lo, vo-la, *it to you*  
 vos + os, as = vo-los, vo-las, *them to you*

The third person forms present the same variety of possible meanings as pointed out in other cases. Thus:

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<sup>1</sup> states.    <sup>2</sup> western.    <sup>3</sup> por limites, as boundaries.    <sup>4</sup> north.    <sup>5</sup> east.  
<sup>6</sup> land.    <sup>7</sup> sul, oeste, south, west.    <sup>8</sup> maior comprimento, greatest length.  
<sup>9</sup> maior largura, greatest breadth.    <sup>10</sup> surface.    <sup>11</sup> square.    <sup>12</sup> millions.  
<sup>13</sup> the Tagus River.

lhe + o, a = lho, lha, *it to him, to her, to you (m. or f.)*

lhes + o, a = lho, lha, *it to them (m. or f.), to you (m. or f. pl.)*

lhe + os, as = lhos, lhas, *them to him, to her, to you (m. or f.)*

lhes + os, as = lhos, lhas, *them to them (m. or f.), them to you (m. or f. pl.)*

It will be seen then that lho, etc., may have the following meanings: *it to him, to her, to you (m. or f. sing.), to them (m. or f.), to you (m. or f. pl.)*. The meaning may be clarified by using the prepositional form of the pronoun, as indicated below.

### 118. Prepositional Forms of the Personal Pronouns

The personal pronouns governed by a preposition are the same in form as the subject pronouns, except that *mim* and *ti* are used instead of *eu* and *tu*. *Si* is the prepositional form of *se*.

para mim, *for me*

" ti, *for thee*

" o senhor } *for you*

" a senhora }

" êle, *for him, it*

" ela, *for her, it*

para nós, *for us*

" vós, *for you*

" os senhores } *for you*

" as senhoras }

" êles } *for them*

" elas }

para si, *for himself, herself, yourself, themselves, yourselves*

The pronouns *mim*, *ti*, *nós*, *vós*, and *si* combine with the preposition *com* and form *comigo*, *contigo*, *connosco*, *convosco*, and *consigo*:

comigo, *with me*

connosco [kõnosku] *with us*

contigo, *with thee*

convosco [kõvosku] *with you*

consigo, *with him, her, you, themselves, yourselves*

### 119. Use of Prepositional Forms

When a personal pronoun is the object of a verb, the meaning may be made clear or emphatic by adding a *mim*, a *ti*, etc.

Dá-me a mim o livro.

*He gives the book to me.*

Dá-te a ti o lápis.

*He gives the pencil to thee.*

Dá-lhe a êle a pena.

*He gives the pen to him.*

Dá-lhe a êles o papel.

*He gives the paper to them.*

In like manner, the combined forms *mo*, etc., may be avoided:

Êle mos dá.

Êle os dá a mim. } *He gives them to me.*

120. *To Avoid Ambiguity*

To make the meaning clear or emphatic, *dêle, dela, do senhor, da senhora, de V. Ex.<sup>a</sup>, de Você* may be used instead of *seu, sua*.

o seu livro, <i>or</i> o livro <i>dêle</i>	<i>his book</i>
a sua casa, <i>or</i> a casa <i>dela</i>	<i>her house</i>
o seu quarto, <i>or</i> o quarto <i>do senhor</i>	<i>your room</i>
seu pai, <i>or</i> o pai <i>dêles</i>	<i>their father</i>

With these expressions, compare *o livro do João, John's book; a casa da Maria, Mary's house*.

121. *Present Indicative of dar [dar], to give*

SINGULAR	PLURAL
dou [do]	damos [dãmus]
dás [das]	dais [daïs]
dá [da]	dão [dêũ]

## EXERCISES

aquecer [ækeseɾ] <sup>1</sup> <i>to heat, warm</i>	a coisa [koĩzɐ] <i>thing</i>
o ar [ar] <i>air</i>	cozinhar [kuzinɐɾ] <i>to cook</i>
o Brasil [brɐzil] <i>Brazil</i>	o cozinheiro [kuzineĩru] <i>cook (m.);</i>
a caçarola [kəsɐrolɐ] <i>pan</i>	a cozinheira <i>cook (f.)</i>
o café [kɐfɛ] <i>coffee; — com leite</i>	crer [krɛɾ] <i>to believe (see § 97)</i>
<i>coffee and hot milk</i>	dar [dar] <i>to give</i>
o campo [kẽmpu] <i>country (as distinguished from city); os campos the fields</i>	lavar [lɐvar] <i>to wash</i>
a cidade [sidadi] <i>city</i>	a manteiga [mẽnteĩgɐ] <i>butter</i>
	preparar [pɾipɛrar] <i>to prepare</i>
	o vapor [vɐpɔɾ] <i>steam</i>

A. 1. *Give all possible English equivalents for the following:* dou-lhos; escrevem-no-las; ensina-lhas a elas; êle o dá ao senhor; não mos dá; não os dá a mim; o professor lhas explica; explica-as a êles; explica-as a elas; explica-aos senhores; leio-lha (Write this last phrase in as many ways as you can to demonstrate all possible meanings exactly: leio-a a êle, etc.).

2. *Give the Portuguese equivalents for the following:* (a) (*It refers to a letter.*) We are writing it to them; we are writing it to you (*f. sing.*); they

<sup>1</sup> Note the open quality of the unstressed second e of this verb.

are writing it to us. (b) (*It refers to a pencil.*) I give it to him; we give it to them (f.); he gives it to you (m. and f.); they give it to me.

B. *Study*: 1. Quando os nossos amigos nos visitam, recebemo-los na sala de visitas. 2. As caçarolas estão limpas porque a criada as lava. 3. A cozinheira prepara as comidas. 4. Esta casa aquece-se com ar quente e não com vapor. 5. No Brasil bebe-se muito café. 6. Gosto muito de trabalhar nos campos. 7. Minha mãe escreve uma carta à sua amiga; escreve-lha em português. 8. Tenho muitas coisas para escrever nesta carta que escrevo a êle. 9. Eu não gosto de viver nesta cidade, mas João gosta de viver nela. 10. Os alunos preguiçosos não estudam a lição, mas os aplicados estudam-na. 11. A senhora fala de mim? Não, não falo da senhorinha, falo dêle. 12. O meu amigo está comigo e o professor fala connosco.

C. *Answer the following questions*: 1. A quem dá o senhor o livro? 2. As comidas são boas? 3. Quem as prepara? 4. Quem gosta de trabalhar nos campos? 5. Quem gosta de viver na cidade? 6. Quem não gosta? 7. Fala o senhor de mim? 8. De quem é êste livro? 9. O senhor dá a pena à aluna? 10. Quem lava as caçarolas? 11. O senhor escreve esta carta a sua mãe? 12. Explica o professor as dificuldades aos alunos?

D. *Write in Portuguese*: 1. We are looking for the professor; we want to give this book to him. 2. I believe that our cook likes to work in the kitchen and prepare the meals. 3. I have a letter to write to my mother. 4. Are you writing it to her now? 5. If I find the pencils I can give them to you. 6. If I do not find them I cannot give them to you. 7. The professor is looking for us; I believe he wants to talk with us. 8. Butter is eaten with bread, but this bread has no butter on it. 9. There are many difficult things in this lesson, but the professor explains them to us. 10. If the students have mistakes in the exercises he points them out to them. 11. Do you like to wash the pans and prepare the meals? 12. No, sir, I do not like that.

## Leitura

Além do <sup>1</sup> território na Europa continental, Portugal tem muitas ilhas <sup>2</sup> no Oceano Atlântico. Estas ilhas são: os Açores, a Madeira, Porto Santo, São Thomé e Príncipe, e o archipélago de Cabo Verde.<sup>3</sup>

<sup>1</sup> Além de, *Besides the.*    <sup>2</sup> islands.    <sup>3</sup> Cabo Verde, *Cape Verde.*



Na África Portugal tem as grandes colónias de Angola e de Moçambique, e a Guiné; na Índia tem as cidades de Gôa, Diu e Damão; a Ilha de Macau na China, e a Ilha de Timor na Oceânia. A superfície de todo o território colonial de Portugal é de 2,075,040 quilómetros quadrados.

### REVIEW LESSON III

A. Give all possible English equivalents for each of the following, then rephrase to make an unquestionably clear meaning or to avoid a combined form: (Ex.: dou-lho, *I give it to him, to her, to them, to you*; dou-o a ela, *I give it to her*.) o seu livro; êle mos dá; escrevo-lhas; as suas penas; ensinam-no-las; êle lhes explica a lição.

B. Express in Portuguese: to find it; do we get up? your book; his book; you do not have it; I have it; they find it; it is two o'clock; at half-past three.

C. Write in Portuguese: 1. John is not at home; he is at a friend's house. 2. Your house is heated by steam, but ours is heated by hot air. 3. Maria likes to prepare the meals and wash the dishes. 4. The meals are cooked in the kitchen. 5. What time is it? It is a quarter past seven in the morning. 6. We have the Portuguese lesson at ten minutes to nine. 7. What is your name? My name is Louis, and this man's name is John. 8. Are you well? No, I am ill, and I wish to call the doctor. 9. Mary is good; she is a hard worker and prepares her lessons. 10. Your father is a doctor and mine is a professor. 11. We like our professor very much because he explains to us all the difficulties in the lessons. 12. Our house is in the city, but your house is in the country. 13. This dog is black and that one is white. 14. Please sit down, John. 15. Our servant has to work in the fields; he does not like that.

## LESSON XVI

## 122. Commands

- a) To express a direct command with *o senhor*, *a senhora*, *a senhorita*, *os senhores*, *as senhoras*, *as senhoritas*<sup>1</sup> as subject, the following forms of the regular verbs are used:

	SINGULAR		PLURAL	
I. falar:	fale { o senhor a senhora a senhorita	falem { os senhores as senhoras as senhoritas		<i>speak</i>
II. aprender:	aprenda { o senhor a senhora a senhorita	aprendam { os senhores as senhoras as senhoritas		<i>learn</i>
III. partir:	parta { o senhor a senhora a senhorita	partam { os senhores as senhoras as senhoritas		<i>leave</i>

- b) Some irregular verbs:

	SINGULAR	PLURAL	
dar:	dê o senhor	dêem os senhores	<i>give</i>
fazer:	faça o senhor	façam os senhores	<i>do</i>
ter:	tenha o senhor	tenham os senhores	<i>have</i>
trazer:	traga o senhor	tragam os senhores	<i>bring</i>
pedir:	peça o senhor	peçam os senhores	<i>ask (for)</i>
rever:	reveja o senhor	revejam os senhores	<i>review</i>
ir:	vá o senhor	vão os senhores	<i>go</i>

*O senhor*, or *os senhores*, is usually expressed once in a command as in the examples given above, but not repeated:

Preparem os senhores a segunda lição e revejam a primeira. *Prepare the second lesson and review the first.*

<sup>1</sup> Or with *Vossa Excelência*, *Vossa Senhoria*, *Você*, etc.

123. *Position of Personal Pronoun Objects*

- a) In an affirmative command the personal pronoun objects follow the verb and are attached to it by a hyphen.

Dê-me o senhor êsse livro.	<i>Give me that book.</i>
Dê-mo o senhor.	<i>Give it to me.</i>

- b) Personal pronoun objects precede the verb in a negative command.

Não me dê o senhor êsse livro.	<i>Do not give me that book.</i>
Não mo dê o senhor.	<i>Do not give it to me.</i>

124. *Meanings of vamos*

- a) **Vamos** (from *ir*, to go), used in commands, means *let us go*.

Vamos à escola!	<i>Let us go to school.</i>
Vamos trabalhar!	<i>Let us go to work.</i>

- b) When followed by an infinitive, **vamos** often means no more than *let us*.

Vamos falar com êle.	<i>Let us speak with him.</i>
Vamos estudar a lição.	<i>Let us study the lesson.</i>

125. *Cardinal Numerals*<sup>1</sup>

dezesete [diziseti] <i>seventeen</i>	vinte e um (uma) [vintũ] <i>twenty-one</i>
dezoito [dizoiũtu] <i>eighteen</i>	vinte e dois (duas) [vintidois] <i>twenty-two</i>
dezenove [dizĩnove] <i>nineteen</i>	vinte e três [vintitres] <i>twenty-three</i>
vinte [vintĩ] <i>twenty</i>	vinte e quatro [vintĩkũstru] <i>twenty-four</i>
	vinte e cinco [vintĩsinũku] <i>twenty-five</i>

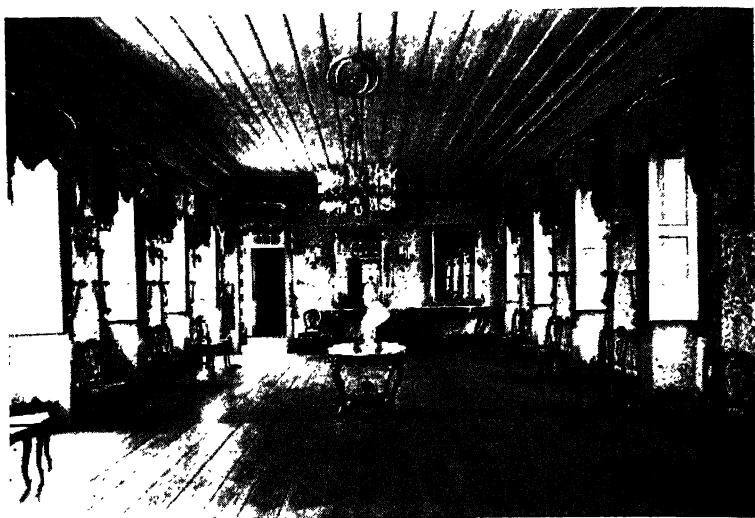
126. *Present Indicative of Verbs Ending in -uzir*

These verbs are inflected regularly, except that the third person singular has no final *-e*. Thus, *produz*.

<sup>1</sup> Some of the "teen" numbers and the compounds of twenty and above present variations in spelling or pronunciation. Thus *dezasete*, *desessete*, etc. And the compounds may be spelled *vinte-e-um*, etc., or *vinte um*, etc.



A ANTIGA SÉ (CATEDRAL) DE LISBOA



SALA Suntuosa da fazenda Vassouras,  
Estado do Rio de Janeiro



Gado à fazenda Vassouras

127. Present Indicative of *ir* and *dizer**ir* [ir], to go*dizer* [dizer], to say, tell

## SINGULAR

vou [vo]

vais [vaɪs]

vai [vaɪ]

## SINGULAR

digo [digu]

dizes [dizis]

diz [diz]

## PLURAL

vamos [vamus]

ides [idis]

vão [võu]

## PLURAL

dizemos [dizemus]

dizeis [dizeis]

dizem [dizẽ]

## EXERCISES

- |  |   |
|--|---|
| amanhã [amɐɲɐ] tomorrow                                | o lavrador [lɐvrɐdɔr] farmer                    |
| o cacau [kɐkaũ] cocoa                                  | a menina [mɛnɪnɐ] girl                          |
| o criador [kɾiɐdɔr] cattle raiser                      | o menino [mɛnɪnu] boy                           |
| cultivar [kultivar] to cultivate                       | a moça <sup>1</sup> [moʃɐ] young woman          |
| escutar [iskutar] to listen                            | o moço <sup>1</sup> [moʃu] young man            |
| os Estados Unidos [istaduzunɪdus]<br>the United States | novo, -a [novu, novɐ] new                       |
| a fazenda [fɐzẽdɐ] large farm,<br>plantation           | onde [õndɪ] where                               |
| o fazendeiro [fɐzẽdeɪru] planter                       | Portugal [pɔrtugal] Portugal                    |
| o habitante [ɛbitẽtɐ] inhabitant                       | rever [rɐvɛr] to review                         |
| hoje [oʒɪ] today                                       | o trabalhador [trɛbɐɫɐdɔr] la-<br>borer, worker |

uma vez [vez], duas vezes, etc. *once, twice*; algumas vezes *sometimes*;  
em vez de *instead of*; faça favor de (*inf.*) *please*; prestar atenção  
*to pay attention*

A. Give the Portuguese equivalents for the following: give me; give it to her; please write this; write three exercises; write them; I tell it to them; do not tell it to them; let's read; prepare these lessons; do not prepare them.

B. Study: 1. Produz-se muito cacau no Brasil, mas não se produz em Portugal. 2. Um homem que tem uma fazenda se chama fazendeiro. 3. Um homem que trabalha nos campos chama-se trabalhador. 4. As

<sup>1</sup> Preferred in Brazil to *rapariga* and *rapaz* used in Portugal.

ciudades do Rio de Janeiro e de São Paulo têm muitos habitantes. 5. O professor nos diz: Façam favor de prestar atenção. 6. Tenha o senhor João a bondade de passar à pedra. 7. Escreva o primeiro exercício e então apague-o. 8. A nova lição é muito difícil, e temos que estudar muito para aprendê-la. 9. O professor me diz: Feche o seu livro e escute. 10. Estudem os exercícios da segunda lição mas não os escrevam. 11. Os moços têm que trabalhar nos campos e as moças na cozinha. 12. Os meninos não trabalham porque não são fortes. 13. Si o professor diz: Sentem-se, sentamo-nos; e quando diz: Levantem-se, todos os alunos se levantam. 14. Algumas vezes um aluno passa à pedra em vez de sentar-se. 15. Então o professor lhe diz: O senhor João não presta atenção; tem que escutar bem quando eu falo. 16. O professor tem explicado duas vezes esta lição, mas ainda não posso escrever correctamente os exercícios.

C. *Answer the following questions:* 1. Que se produz no Brasil e não em Portugal? 2. Como se chama um homem que tem uma fazenda? 3. Que diz o professor quando os alunos não prestam atenção? 4. Quantas vezes tem estudado o senhor esta lição? 5. O senhor gosta de beber café ou cacau? 6. Que diz o professor a João? 7. Que me diz o professor? 8. Porque não podem os meninos trabalhar nos campos? 9. Onde trabalham as moças? 10. Há muitos habitantes nos Estados Unidos?

D. *Write in Portuguese:* 1. Go to the blackboard and write three exercises; then sit down. 2. Tomorrow review the first lesson and prepare the new lesson. 3. John, please close your book and pay attention. 4. The doctor says: "If you cannot sleep, do not drink coffee." 5. But I do not believe that. 6. I say that the students are lazy because they do not prepare their lessons. 7. I like my Uncle Louis; he has a large farm and grows (cultivates) coffee. 8. My Uncle John is a cattle raiser and has many workers on his plantation. 9. There are many cattle raisers in the United States, but coffee is not grown here. 10. Close the window and sit down in this armchair. 11. We are going to visit at a friend's house. 12. Let's study the new lesson three times and that one twice. 13. I say to the students: "Listen now, I am going to explain the difficulties." 14. Then I explain them to them and say: "Now please write the exercises correctly." 15. I say to John: "Point out the errors in the exercises that Louis has written. 16. But do not underline them." 17. Eighteen and five are twenty-three. 18. Students learn when they pay attention to the professor. 19. We have written nineteen exercises. 20. But we have to write twenty.

## Leitura

Todo o homem (*every man*) deve <sup>1</sup> ter uma profissão <sup>2</sup> ou uma arte: numa palavra, uma ocupação <sup>3</sup> ou modo de vida.<sup>4</sup> O trabalho é um benefício <sup>5</sup> para a própria saúde.<sup>6</sup> O homem que trabalha é útil a si, aos seus e à sociedade<sup>7</sup>; e é do trabalho de todos que depende <sup>8</sup> o progresso e o bem-estar geral.<sup>9</sup> A única nobreza <sup>10</sup> é a <sup>11</sup> do trabalho: um artista, um trabalhador, um lavrador, um cozinheiro, é tão <sup>12</sup> útil ao bem-estar geral como o sacerdote,<sup>13</sup> o professor, o médico, o advogado. Mais se distingue <sup>14</sup> o que <sup>15</sup> mais ou melhor produz.

(Adaptado de Trindade Coelho: *Pequeno Dicionário de profissões, etc.*)

## LESSON XVII

128. *Infinitives*

- a) In Portuguese there are two forms of the infinitive, the impersonal and the personal. The personal infinitive is regular for all verbs and the endings are, for all conjugations: -, -es, -, -mos, -des, -em. The personal infinitives of *dar*, *ir*, and *vir* are:

dar	darmos	ir	irmos	vir	virmos
dares	dardes	ires	irdes	vires	virdes
dar	darem	ir	irem	vir	virem

- b) If the infinitive has a subject expressed or clearly understood, other than that of the main verb, the infinitive takes the personal form.

<sup>1</sup> ought. <sup>2</sup> profession. <sup>3</sup> occupation. <sup>4</sup> modo de vida, livelihood.  
<sup>5</sup> benefit. <sup>6</sup> própria saúde, health itself. <sup>7</sup> society. <sup>8</sup> depends. <sup>9</sup> bem-estar geral, collective well-being. <sup>10</sup> única nobreza, sole nobility. <sup>11</sup> that.  
<sup>12</sup> as. <sup>13</sup> priest. <sup>14</sup> se distingue, distinguishes himself. <sup>15</sup> o que, he who.



Ao chegarem os soldados, o povo fugiu. *When the soldiers arrived, the people fled.*

Passei sem me verem. *I passed without their seeing me.*

1. Note that in *passei sem ver . . .*, *I passed without seeing . . .*, the subject of the infinitive would be the same as that of the main verb, *passei*.
  2. The impersonal infinitive is used regularly with verbs such as *querer*, *poder*, *começar* a, etc.: *quero fazê-lo*, *I wish to do it*; *não posso crê-lo*, *I can't believe it*; etc. Even in expressions such as *deixei-os entrar*, *I let them come in*, the impersonal infinitive is generally used, since its use does not cause the slightest ambiguity.
- c) Some verbs require a preposition before a subordinate infinitive, but many do not.

João aprende a ler.	<i>John is learning to read.</i>
Começa a escrever.	<i>He is beginning to write.</i>
Ensina-me a falar português.	<i>He teaches me to speak Portuguese.</i>
Tratamos de estudar.	<i>We try to study.</i>
Não penso entrar.	<i>I do not intend to go in.</i>
Não quero almoçar.	<i>I do not wish to breakfast.</i>
Prefere o senhor tomar café?	<i>Do you prefer to take coffee?</i>
Pode o senhor fazê-lo?	<i>Can you do it?</i>

- d) After a preposition, the infinitive is regularly used in Portuguese instead of the present participle (gerund).

Antes de (Depois de) comer.	<i>Before (After) eating.</i>
Estou cansado de estudar esta lição.	<i>I am tired of studying this lesson.</i>

- e) Portuguese *ao* + infinitive is equivalent in English to *on* + present participle (gerund).

<i>ao entrar no restaurante</i>	<i>on going into the restaurant</i>
<i>ao ler a carta</i>	<i>on reading the letter</i>

## 129. Present Indicative of *fazer* and *vir*

*fazer* [fəzer], *to do*

SINGULAR	PLURAL
faço [fasu]	fazemos [fəzəmus]
fazes [fazis]	fazeis [fəzəis]
faz [faz]	fazem [fazəi]

vir [vir], to come

## SINGULAR

venho [veɲu]

vens [vēis]

vem [vēi]

## PLURAL

vimos [vimus]

vindes [vĩndis]

vêm or veem [vēi, vēĩi]

The command forms for vir are **venha** and **venham**.

## EXERCISES

acabar [ækəbar] to finish; — de have just	entrar em [ẽtrar ẽi] to enter, go in, come in
antes de [ãntĩz di] (prep.) before	a faca [fakə] knife
a batata [batatə] potato	fazer [fəzər] to do, make
o bife [bifi] beefsteak	o garção [gərɕũ] waiter
o cardápio [kərdapiu] bill of fare, menu	o garfo [garfu] fork
a chávena [ʃavĩnə] cup	o guardanapo [gũardənapu] napkin
a colher [kuʎər] spoon	o prato [pratu] dish, plate
começar [kumĩsar] to begin	sem [sẽi] without
como [komu] as	a sobremesa [sobrĩmezə] dessert
compreender [kõmprĩẽnder] to understand	a sopa [sopə] soup
o copo [kopu] glass	tratar (de) [trətar] to try
depois de [dĩpoĩz di] after	a vaca [vakə] cow; carne de — or rosbife [rɔsbifi] beef
em seguida [ẽi sĩgidə] then, next	o vinho [viɲu] wine

## SOME IDIOMATIC EXPRESSIONS

tornar a . . . to . . . again: Torna a falar. *He speaks again.*Vá o senhor escrevê-lo. *Go and write it.*Venha o senhor ver-me. *Come and see me.*Acaba de estudar. *He has just studied.*

A. Give the Portuguese equivalents for the following: I write again; we have just finished eating; go and do it; come and visit us; without our speaking; on saying this; we learn to speak; I do not want to write; they intend to come; I am trying to find it; he is beginning to understand.

B. Study: 1. Ao entrarem os alunos no restaurante, sentam-se a uma mesa. 2. Dois dos alunos são moços e duas moças. 3. O garção lhes dá o cardápio e eles começam a lê-lo. 4. Um aluno diz ao garção: Venha

a esta mesa. Temos garfos, pratos, colheres e facas, mas não temos guardanapos. 5. O garção lhes traz (*brings*) as coisas que não têm, e então começam a ler o cardápio. 6. Uma aluna diz que deseja sopa, bife, pão e uma sobremesa. 7. Os alunos desejam água em vez de leite. 8. Em seguida dizem ao garção que querem tomar uma chávena de café com leite. 9. O garção lhes diz que podem tomar o café depois de comerem eles a sobremesa. 10. Antes de levantar-se da mesa, uma das moças pede um copo de água, e o garção dá-lha. 11. Todos dizem que gostam de comer naquele restaurante. 12. Uma das moças diz: Vamos estudar as nossas lições para hoje. 13. Têm estudado antes de ir comer, e agora tornam a estudar. 14. Vão à escola, e ao entrarem na aula falam com o professor de inglês. 15. O professor acaba de almoçar no mesmo restaurante e diz que ele também gosta de comer nêle. 16. Depois de falarem um pouco, o professor trata de ensinar-lhes a lição. 17. No Brasil bebe-se muito vinho.

C. *Answer the following questions:* 1. Que fazem os alunos ao entrarem no restaurante? 2. Quantas são moças? 3. Quem lhes dá o cardápio? 4. Que diz um dos alunos ao garção? 5. Que faz o garção? 6. Que deseja uma das alunas? 7. Que tomam depois de comer a sobremesa? 8. Que pede uma das moças antes de levantar-se da mesa? 9. Em seguida que vão fazer? 10. O senhor gosta de comer num restaurante? 11. O senhor gosta de beber café com leite ou café sem leite? 12. Com que come-se a sopa? a carne? 13. Bebe-se muito vinho nos Estados Unidos?

D. *Write in Portuguese:* 1. On entering the school, we begin to study our lessons. 2. They cannot learn without listening to the professor. 3. Come and sit down in this chair. 4. What are you doing? 5. I have just written a letter to my aunt. 6. Now we are trying to learn the new lesson for tomorrow. 7. Then we are going to take a cup of coffee in the restaurant. 8. The waiter gives us the bill of fare and we begin to read it. 9. He also gives us a knife, a fork, a plate, a spoon, and a napkin. 10. As all the Portuguese take coffee at their meals (*às comidas*), I ask for a cup. 11. And then I ask for potatoes and beef, and bread and butter. 12. Go to the blackboard and write exercise twenty-four. 13. This boy and girl cannot drink coffee; they have to drink warm milk. 14. Sometimes the professor explains the lesson to us without our understanding. 15. But I am going to try to understand these lessons. 16. In the United States wine is not drunk a great deal. 17. Do you like beef-steak?

## Leitura

O rato <sup>1</sup> é um animal muito interessante e engraçado <sup>2</sup>; e não obstante <sup>3</sup> êle ser o mais incômodo e atrevido <sup>4</sup> dos nossos vizinhos, <sup>5</sup> gostamos dêle, porque a sua viveza <sup>6</sup> e inteligência não deixam <sup>7</sup> de fazê-lo simpático. <sup>8</sup> Mas não estimamos <sup>9</sup> o rato porque é guloso e prejudicial <sup>10</sup>: além de <sup>11</sup> comer tudo o que acha, e de furtar <sup>12</sup> para levar aos seus filhos, parece <sup>13</sup> que tem o prazer <sup>14</sup> de destruir <sup>15</sup> o que pode achar, e não há nada que resista <sup>16</sup> ao seu dente afiado. <sup>17</sup> As mulheres não gostam dos ratos.

## LESSON XVIII

130. *Imperfect and Preterite Indicative*

- a) Portuguese has in the indicative mood two simple past tenses (besides the pluperfect) where English has one. These Portuguese tenses are the imperfect (or past descriptive) and the preterite (or past absolute).
- b) The inflectional endings of these tenses are:

IMPERFECT	I.	-ava, -avas, -ava, -ávamos, -áveis, -avam
	II. and III.	-ia, -ias, -ia, -íamos, -íeis, -iam
PRETERITE	I.	-ei, -aste, -ou, -ámos, -astes, -aram
	II.	-i, -este, -eu, -emos, -estes, -eram
	III.	-i, -iste, -iu, -imos, -istes, -iram

<sup>1</sup> rat. <sup>2</sup> droll. <sup>3</sup> não obstante, in spite of. <sup>4</sup> incômodo e atrevido, troublesome and bold. <sup>5</sup> neighbors. <sup>6</sup> liveliness. <sup>7</sup> fail. <sup>8</sup> charming, likable. <sup>9</sup> esteem. <sup>10</sup> guloso e prejudicial, greedy and harmful. <sup>11</sup> além de, besides. <sup>12</sup> steal. <sup>13</sup> it appears. <sup>14</sup> pleasure. <sup>15</sup> destroy. <sup>16</sup> resists. <sup>17</sup> dente afiado, sharp tooth.

## IMPERFECT

falar

*I spoke, was speaking, etc.*

SINGULAR	PLURAL
falava [fəlavɐ]	falávamos [fəlavəmus]
falavas [fəlavəs]	faláveis [fəlaveis]
falava [fəlavɐ]	falavam [fəlavəũ]

aprender

*I learned, was learning, etc.*

SINGULAR	PLURAL
aprendia [ɐprɛndiɐ]	aprendíamos [ɐprɛndiəmus]
aprendias [ɐprɛndiəs]	aprendíeis [ɐprɛndieis]
aprendia [ɐprɛndiɐ]	aprendiam [ɐprɛndiũ]

partir

*I left, was leaving, etc.*

SINGULAR	PLURAL
partia [pɛrtiɐ]	partíamos [pɛrtiəmus]
partias [pɛrtiəs]	partíeis [pɛrtieis]
partia [pɛrtiɐ]	partiam [pɛrtiũ]

## PRETERITE

falar

*I spoke, did speak, etc.*

SINGULAR	PLURAL
falei [fəlei]	falámos <sup>1</sup> [fəlamus]
falaste [fəlasti]	falastes [fəlastis]
falou [fəlo]	falaram [fəlarəũ]

aprender

*I learned, did learn, etc.*

SINGULAR	PLURAL
aprendi [ɐprɛndi]	aprendemos [ɐprɛndemus]
aprendeste [ɐprɛndestɨ]	aprendestes [ɐprɛndestis]
aprendeu [ɐprɛndeũ]	aprenderam [ɐprɛnderəũ]

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<sup>1</sup> Note how the acute accent serves to distinguish the first person plural of the preterite [fəlamus], from the present [fəlmus].

partir

*I left, did leave, etc.*

SINGULAR	PLURAL
parti [pɛrti]	partimos [pɛrtimus]
partiste [pɛrtistɨ]	partistes [pɛrtistɨs]
partiu [pɛrtiũ]	partiram [pɛrtirẽũ]

All regular verbs are inflected in these tenses like *falar*, *aprender*, and *partir*.

131. *The Irregular Verbs ser and ter*

## IMPERFECT

*I was, used to be, etc.*

SINGULAR	PLURAL
era [ɛɾɐ]	éramos [ɛɾamus]
eras [ɛɾɐs]	éreis [ɛɾɛis]
era [ɛɾɐ]	eram [ɛɾẽũ]

## PRETERITE

*I was, etc.*

SINGULAR	PLURAL
fui [fui]	fomos [fomus]
foi [foi]	fostes [fostɨs]
foi [foi]	foram [forẽũ]

## IMPERFECT

*I had, used to have, etc.*

SINGULAR	PLURAL
tinha [tɨɲɐ]	tínhamos [tɨɲamus]
tinhas [tɨɲɐs]	tínheis [tɨɲɛis]
tinha [tɨɲɐ]	tinham [tɨɲẽũ]

## PRETERITE

*I had, did have, etc.*

SINGULAR	PLURAL <sup>1</sup>
tive [tɨvi]	tivemos [tɨvɐmus]
tiveste [tɨvestɨ]	tivestes [tɨvestɨs]
teve [tevi]	tiveram [tɨvɛrẽũ]

132. *Uses of the Imperfect and Preterite*

- a) When the English simple past tense expresses an action or state as of indefinite duration, it is equivalent to the Portuguese imperfect.

When it expresses an action or state as definitely past, it is equivalent to the Portuguese preterite.

<sup>1</sup> Note that the stressed *e* of the flexional endings of the preterite of *ter* is open, as in *tiveste* [tɨvestɨ], *tivemos* [tɨvɐmus], etc. The *e* is thus open in all preterites that have a different stem from that of the infinitive, that is, in the so-called "strong preterites." In the regular verbs of the second conjugation the *e* is close, as in *aprendeste* [ɐprẽdestɨ], *aprendemos* [ɐprẽdemus], etc.

- Era verdade. *It was true* (it may have been true long before and may still be true).  
 Foi verdade. *It was true* (it was true at the time to which the speaker refers).

- b) In narrations the Portuguese imperfect is used to describe the conditions or circumstances which prevailed when something happened, while the preterite is used to tell what happened.

Chovia quando chegámos. *It was raining when we arrived.*

In this use the imperfect is best translated by *was*, etc., + the present participle, as in the sentence above.

- c) The Portuguese imperfect is also used to tell what was customary or habitual.

Quando eu era aluno desta escola, *When I was a student in this school,*  
 estudava muito. *I studied (used to study, would study) much.*

In this use the imperfect is often best translated by *used to* or *would* + the infinitive, as in the sentence above.

## EXERCISES

buscar [buskar] to get; ir —, go	nunca [nũkɐ] never
and get	ontem [õntẽ] yesterday
chegar [ʃgar] to arrive (see § 281, d)	o outono [otonu] autumn
chover [ʃuver] to rain	perguntar [pẽrgũtar] to ask
encontrar [ẽnkõtrar] to meet, find	preferir [prẽfirir] to prefer
a estação [istəsẽũ] season (of year)	a primavera [primẽverẽ] spring
o estio [istiũ] } summer	qual [kũal] which?
o verão [virẽũ] }	que [kĩ] (conj.) that
o inverno [ivẽnu] winter	responder [rĩspõnder] to answer,
	reply

ter . . . anos to be . . . years old: Quantos anos tem o senhor? *How old are you?* Tenho dezesseis anos. *I am sixteen years old.*

A. Express in Portuguese: we were studying; he taught the lesson; I used to work; I did not find it; we speak; we spoke; we used to have; he was old; we had; it was raining.

B. *Study:* 1. Ao entrar na casa, João sentou-se numa cadeira. 2. Perguntou a Maria: Quantos anos tem a sua amiga Ana? 3. Maria lhe respondeu que tinha quinze anos. 4. Então João diz: Chovia quando entrei na casa, mas agora não chove. 5. Pensava ir estudar a nova lição, mas prefiro tocar piano. 6. As quatro estações são: a primavera, o verão, o outono, e o inverno. 7. No verão é muito quente e no inverno é muito frio. 8. Meu pai chegou ontem às dez da noite. 9. Quando eu vivia com meu tio na sua fazenda, trabalhava nos campos. 10. João escreveu os seus exercícios e em seguida se deitou. 11. Onde está o meu livro? Procurava-o mais não o achei. 12. Aqui está. Venha buscá-lo. 13. Encontrei o professor na escola e falei com ele. 14. Meu tio tinha uma fazenda e cultivava café, mas agora não a tem. 15. O professor lhes perguntou onde estavam ontem, e eles responderam que estavam em casa dum amigo. 16. Ao responderem isso, o professor começou a ensinar a lição.

C. *Answer the following questions:* 1. Onde se sentou João? 2. Que perguntou a Maria? 3. Que respondeu ela? 4. Chovia quando o senhor chegou à escola? 5. Quais são as quatro estações? 6. Qual estação prefere o senhor? 7. Quantos anos tem o senhor? 8. A que horas se levantou o senhor esta manhã? 9. A que horas vai deitar-se? 10. Onde está o livro do senhor? 11. Quem tinha uma fazenda? 12. Que produzia-se nessa fazenda?

D. *Write in Portuguese:* 1. I never found the pencil I was looking for. 2. When I was a student I used to study a great deal. 3. All [the] professors say that to their students, but do the students believe that? 4. I intended to study my lessons yesterday, but I visited at a friend's house. 5. He asked me how old I was, but I did not answer him. 6. Young ladies do not like to say how old they are. 7. I prefer the spring because it is not too (muito) hot and not too cold. 8. You never replied to the letters that I wrote you. 9. I intended to answer but I was sick. 10. Write the exercises on the board and study lesson eighteen for tomorrow. 11. Please reply to this letter that I have just written. 12. Did you use to like the professor when you were a student? 13. When it rained we would not work in the fields. 14. We like to eat the things that our cook prepares. 15. But these potatoes are not good; she cooked them yesterday. 16. We cannot understand the lessons without studying. 17. After talking with the professor, the students went home. 18. On arriving home, they ate some bread and drank some milk. 19. They were studying when their father arrived.



## Leitura

Cristóvão Colombo<sup>1</sup> descobriu o Novo Mundo no dia 12 de outubro<sup>2</sup> de 1492. Depois da sua primeira viagem fêz<sup>3</sup> três outras ao Novo Mundo. Tinha cinquenta<sup>4</sup> e seis anos quando fêz a quarta viagem. Não tinha já o vigor da juventude,<sup>5</sup> estava doente e também tinha muitos inimigos<sup>6</sup> no Novo Mundo. Muito doente voltou a Espanha e foi a Valadolid, onde se achava a côrte<sup>7</sup> e onde morreu pouco depois.

## LESSON XIX

133. *Pluperfect Indicative, Compound Form*

- a) The most usual way of forming the pluperfect tense in Portuguese is by the combination of the imperfect indicative of *ter* with the past participle of the verb in question. This is called the compound pluperfect, and corresponds to the English pluperfect (past perfect).

*I had spoken, etc.*

tinha falado	tínhamos falado
tinhas falado	tínheis falado
tinha falado	tinham falado

- b) The pluperfect is generally used to express an action that is prior to another past action.

Tinha chovido quando chegámos.      *It had rained when we arrived.*

134. *Simple Pluperfect Indicative*

- a) Besides the compound form, the Portuguese also has a simple form of the pluperfect, which is less used conversationally.

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<sup>1</sup> Cristóvão Colombo, *Christopher Columbus*.    <sup>2</sup> *October*.    <sup>3</sup> fêz, pret. of *fazer*.    <sup>4</sup> *fifty*.    <sup>5</sup> *youth*.    <sup>6</sup> *enemies*.    <sup>7</sup> *court*.

The simple pluperfect indicative is formed by cutting off the *-ram* ending of the third person plural of the preterite, and adding the endings: *-ra, -ras, -ra, -ramos, -reis, -ram*.

Note that the vowel just preceding the endings is accented throughout, and that in the first and second persons plural a written accent is required. The first and third conjugations have the acute, and the second (and *ser, ir*) have the circumflex.

## SIMPLE PLUPERFECT INDICATIVE

## falar

3RD PERS. PL.	SINGULAR	PLURAL
fala-ram	falara [fɛlarɐ]	faláramos [fɛlarɐmus]
	falaras [fɛlarɐs]	faláreis [fɛlarɛis]
	falara [fɛlarɐ]	falaram [fɛlarɐũ]

## aprender

	SINGULAR	PLURAL
aprende-ram	aprendera [ɐprẽnderɐ]	aprendêramos [ɐprẽnderɐmus]
	aprenderas [ɐprẽnderɐs]	aprendêreis [ɐprẽnderɛis]
	aprendera [ɐprẽnderɐ]	aprenderam [ɐprẽnderɐũ]

## partir

	SINGULAR	PLURAL
parti-ram	partira [pɛrtirɐ]	partíramos [pɛrtirɐmus]
	partiras [pɛrtirɐs]	partíreis [pɛrtirɛis]
	partira [pɛrtirɐ]	partiram [pɛrtirɐũ]

## ser and ir

	SINGULAR	PLURAL
fo-ram	fôra [forɐ]	fôramos [forɐmus]
	foras [forɐs]	fôreis [forɛis]
	fôra [forɐ]	foram [forɐũ]

- c) The simple pluperfect has the same meaning as the compound form.

Chovera quando chegámos.

*It had rained when we arrived.*

## EXERCISES

a avenida [ɐvɨnɨdɐ] <i>avenue</i>	o jardim [ʒɐrdi] <i>garden</i>
bonito, -a [bunitu, -ɐ] <i>pretty, beautiful</i>	lindo [lindu] <i>nice, pretty</i>
a capital [kɐpital] <i>capital city</i>	o número [numɨru] <i>number</i>
cheio, -a [ʃɛu, -ɐ] <i>full</i>	o país [pɛis] <i>country, nation</i>
o edifício [ɛdifiʃiu] <i>building</i>	o porto [portu] <i>port</i>
o estado [ɛstadu] <i>state</i>	a rua [ruɐ] <i>street</i>
grande [grɛndi] <i>large, great</i>	vestir [vɛstir] <i>to put on (clothing);</i> —se <i>get dressed, dress oneself</i>

há (with expressions of time) *ago*: há oito (quinze) dias *a week (two weeks) ago*; ir fazer compras *to go shopping*

A. Give the Portuguese equivalents for the following: two weeks ago; he had not arrived; I am going shopping; they had written; they wrote; they were writing; on their arriving; he has just got dressed; it had rained.

B. Study: 1. Vivemos numa casa grande na cidade de São Paulo, Brasil. 2. A nossa casa é número vinte e três, Avenida Paulista. 3. São Paulo é uma cidade grande; é a capital do estado de São Paulo. 4. O Rio de Janeiro é a capital do Brasil. 5. Em São Paulo há muitos edifícios grandes e jardins bonitos. 6. A cidade de Santos é o porto de São Paulo. 7. Quando são sete horas em Nova-York são nove horas no Rio de Janeiro. 8. E quando têm inverno nos Estados Unidos, têm verão no Brasil. 9. Antes de chegarmos aqui, tinha chovido. 10. Depois de levantar-me, visto-me e vou fazer compras. 11. Em seguida torno para casa e estudo um pouco. 12. Antes de dez horas da noite tinha estudado todas as lições e deitei-me. 13. O Brasil tem vinte estados e o nosso país tem quarenta e oito (48). 14. Vivêramos no Rio de Janeiro antes de viver em São Paulo. 15. Quando eu estou cansado de estudar, bebo um copo de leite frio e torno a estudar. 16. Minha mãe tinha escrito uma carta a meu pai, mas ele não a recebeu.

C. Answer the following questions: 1. Em qual cidade vive o senhor? 2. Como se chama a rua onde vive? 3. Qual é o número da sua casa? 4. Quando são dez horas da noite em Nova-York que horas são no Rio de Janeiro? 5. Quando temos primavera no nosso país, qual estação têm no Brasil? 6. A que horas se levanta o senhor? 7. Que faz então? 8. Quem vai fazer compras na sua família? 9. O senhor tinha estudado esta lição antes de ir à escola? 10. Quantos estados há no Brasil?

11. Qual cidade é a capital do Brasil? 12. Qual cidade é a capital dos Estados Unidos?

D. *Write in Portuguese:* 1. The streets are full of men and women. 2. We are going shopping in the city. 3. I had studied all my lessons before going to bed. 4. We had eaten dinner before he arrived. 5. It was raining yesterday when we visited our friends. 6. He arrived here a week ago. 7. He had written twice that he was ill, but we did not reply. 8. We did not receive his letters because we were not at home. 9. We used to like to live in Rio de Janeiro because it is a large city. 10. São Paulo is also a large city and has many nice buildings. 11. A great deal of coffee is produced in the state of São Paulo. 12. Coffee was never produced in the United States.

### Leitura

Foi Pedro Alvares Cabral quem descobriu o Brasil. Cabral nasceu <sup>1</sup> em Lisboa, e era um grande navegador <sup>2</sup> português. Dom Manuel I, rei de Portugal, mandou <sup>3</sup>-o à Índia com uma grande armada. Partiu Cabral de Lisboa no dia 9 de março <sup>4</sup> de 1500, mas durante a viagem uma grande tempestade <sup>5</sup> se levantou. Em vez de ir à Índia, Cabral chegou, no dia 24 de abril <sup>6</sup> de 1500, a uma terra desconhecida <sup>7</sup>: era o Brasil. Pouco depois, continuou a viagem para a Índia, e quando voltou a Portugal, D. Manuel concedeu <sup>8</sup>-lhe muitas honras, <sup>9</sup> mas nunca mais utilizou <sup>10</sup> os seus serviços. <sup>11</sup> Cabral morreu esquecido <sup>12</sup> em Santarem em 1520 ou 1526. Os habitantes do Rio de Janeiro lhe levantaram um monumento no século dezenove.

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<sup>1</sup> was born.    <sup>2</sup> navigator.    <sup>3</sup> sent.    <sup>4</sup> March.    <sup>5</sup> storm.    <sup>6</sup> April.  
<sup>7</sup> terra desconhecida, unknown land.    <sup>8</sup> granted.    <sup>9</sup> honors.    <sup>10</sup> used.  
<sup>11</sup> services.    <sup>12</sup> forgotten.

## LESSON XX

135. *Inflection of Adjectives* (Review §66)

By exception, the following adjectives ending in a consonant add *-a* to form the feminine:

a) Adjectives ending in *-or* (not including comparatives in *-or*).

um homem cortês mas falador	<i>a polite but talkative man</i>
uma mulher cortês mas faladora	<i>a polite but talkative woman</i>

## b) Adjectives of nationality.

um moço português	<i>a Portuguese boy</i>
uma moça portuguesa	<i>a Portuguese girl</i>
um médico espanhol	<i>a Spanish physician</i>
uma professora espanhola	<i>a Spanish teacher (f.)</i>

136. *Article with Name of Language*

- When an adjective of nationality denotes the language, it is masculine and usually takes the definite article.

O português não é fácil.	<i>Portuguese is not easy.</i>
Estudamos o português.	<i>We are studying Portuguese.</i>

But the article may be omitted when the name of a language immediately follows *falar* or is used with *em*:

O senhor fala português?	<i>Do you speak Portuguese?</i>
Está escrito em português.	<i>It is written in Portuguese.</i>

Note also such idiomatic expressions as *uma lição de francês, a French lesson*; *um exercício de espanhol, a Spanish exercise*.

137. *Remarks on Imperfect*

Most verbs classified as irregular form the imperfect indicative regularly. Thus, this tense is regular in the irregular verbs *estar*, *poder*, *querer* (*estava*, *podia*, *queria*).

The imperfect indicative of *ler*, *to read*, is: *lia, lias, lia, liamos, lêis, liam*.  
In this tense *crer*, *to believe*, is inflected like *ler*.

### 138. Preterite of *ler*, *estar*, *poder*, and *querer*

ler		estar	
<i>I read, did read, etc.</i>		<i>I was, etc.</i>	
SINGULAR	PLURAL	SINGULAR	PLURAL
li [li]	lêmos [lemus]	estive [istivĩ]	estivemos [istivemus]
lêste [lestĩ]	lêstes [lestĩs]	estiveste [istivestĩ]	estivestes [istivestĩs]
leu [leũ]	leram [lerẽũ]	esteve [istevĩ]	estiveram [istiverẽũ]

poder	
<i>I could, was able to, etc.</i>	
SINGULAR	PLURAL
pude [pudĩ]	pudemos [pudemus]
pudeste [pudestĩ]	pudestes [pudestĩs]
pôde [podĩ]	puderam [puderẽũ]

querer	
<i>I wished, did wish, etc.</i>	
SINGULAR	PLURAL
quis [kis]	quisemos [kizemus]
quiseste [kizestĩ]	quisestes [kizestĩs]
quis [kis]	quiseram [kizerẽũ]

### 139. Simple Pluperfect of *estar*, *poder*, and *querer*

*estar*: estiver-a, -as, -a, '-amos, '-eis, -am  
*poder*: puder-a, -as, -a, '-amos, '-eis, -am  
*querer*: quiser-a, -as, -a, '-amos, '-eis, -am

### 140. Present Indicative of *ver* [ver], *to see*

SINGULAR	PLURAL
vejo [veʒu]	vemos [vemus]
vês [ves]	vêdes [vedĩs]
vê [ve]	vêem [vêĩĩĩ]

## EXERCISES

brasileiro, -a [brɐzileiɾu, -ɐ]	formoso, -a [furmozu, furmoʒɐ]
<i>Brazilian</i>	<i>handsome</i>
o chapéu [ʃɐpɛu] <i>hat</i>	francês, -a [frɛsɐs, -zɐ] <i>French</i>
comprar [kɔmpɾar] <i>to buy</i>	Isabel [izɐbɐl] <i>Elizabeth, Betty</i>
cortês [kurtes] <i>polite</i>	a loja [loʒɐ] <i>shop, store</i>
custar [kustar] <i>to cost</i>	mais [mais] <i>more</i>
depressa [dɪpsɐsɐ] <i>fast, quickly</i>	por [pur] <i>by, for, in exchange for</i>
devagar [divegar] <i>slowly</i>	quase [kɥazi] <i>almost</i>
a empregada [ɛmpɾigadɐ] <i>clerk,</i> <i>saleswoman</i>	que, do que [ki, du ki] <i>than</i>
o empregado [ɛmpɾigadu] <i>clerk,</i> <i>salesman</i>	que, o que? <i>what?</i>
	vender [vɛndɐr] <i>to sell</i>

Bom dia or Bons dias! *Good day!* Como está (passa, vai) o senhor?  
*How are you?* Muito obrigado, -a. *Much obliged, thanks.* Pois não! *Certainly!*

A. *Give the Portuguese equivalents for the following:* we speak English; a polite woman; he was here yesterday; he could not go; a Spanish girl; Portuguese is difficult; he had been here; they read (*past*) the letter; an English lesson; I wished to go to bed.

B. *Study:* 1. Como João perdeu o seu chapéu, quer comprar um novo chapéu. 2. Procurava uma loja quando encontrou o seu amigo Luiz. 3. João lhe diz: Procuro uma loja mas não a encontro. 4. Luiz responde: Venha comigo. Penso que há uma loja naquela rua. 5. Os dois amigos entraram na loja; o empregado os vê. 6. Ele perguntou a João: O que deseja o senhor? 7. João respondeu: Vendem-se chapéus nesta loja? Quero comprar um que não custa muito. 8. O empregado: Este chapéu é muito formoso, não é assim? 9. João: Não gosto; faça favor de buscar aquele que está na janela. 10. O empregado: Pois não! Este é um bom chapéu, e o senhor vê que é muito formoso. 11. João: Quanto custa esse chapéu? 12. O empregado: Este chapéu custa vinte e cinco cruzeiros.<sup>1</sup> 13. João: Mas, homem! é muito por um chapéu, não é? 14. O empregado: Não, senhor, por um chapéu como este não é muito; eu digo que é muito pouco. Este mesmo chapéu custa quarenta cruzeiros nos Estados Unidos. 15. João: Bem, tomo-o; e dá os vinte e cinco cruzeiros ao empregado. 16. Na rua, João diz a Luiz: O chapéu custou mais do que queria pagar (*pay*), mas tive que comprá-lo.

<sup>1</sup> Brazilian monetary unit.

C. *Answer the following questions:* 1. Porque tem João que comprar um chapéu? 2. Que procurava? 3. Quem encontrou êle? 4. Que lhe diz Luiz? 5. Quem os vê? 6. Gosta João do primeiro chapéu? 7. Qual chapéu buscou o empregado? 8. Quanto custa êsse chapéu? 9. Pensa João que é muito por um chapéu? 10. Que lhe diz então o empregado? 11. Tomou-o João? 12. Quanto custou o chapéu do senhor? 13. Onde comprou-o? 14. Como se chama um homem que trabalha numa loja?

D. *Write in Portuguese:* 1. Do you see that pretty girl? 2. She is a Brazilian and is very polite. 3. Her mother is Portuguese. 4. You talk very fast; please talk more slowly. 5. Good day, Miss Isabel. How are you today? 6. I am very well, thanks. And how is your father? 7. He is not very well. He was ill yesterday. 8. The hat had cost more than he had desired. 9. He was reading this book when we arrived. 10. I read it a week ago and I found it very difficult to understand. 11. He had gone to Rio de Janeiro a week ago, and yesterday he was in São Paulo. 12. This morning he was trying to find a store, but he could not. 13. It was almost ten o'clock when they entered the store. 14. John wanted to buy a hat because he had lost his. 15. This hat costs more in the United States than in Brazil. 16. He works in a store where they sell hats.

## Leitura

A mãe do Joãozinho <sup>1</sup> o mandou <sup>2</sup> à padaria <sup>3</sup> para comprar pão. O Joãozinho chegou à padaria e pediu dois quilogramas <sup>4</sup> de pão ao padeiro.<sup>5</sup> O padeiro lhe deu <sup>6</sup> o pão e falou-lhe assim:

— O pão pesa <sup>7</sup> um pouco menos de dois quilogramas, mas assim será <sup>8</sup> mais fácil para levar.

O Joãozinho tomou o pão e deu algum dinheiro <sup>9</sup> ao padeiro, que lhe disse <sup>10</sup>:

— Mas não me tem dado bastante <sup>11</sup> dinheiro.

— Não, — disse o Joãozinho, — mas assim será mais fácil para contar.

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<sup>1</sup> Johnny. <sup>2</sup> sent. <sup>3</sup> bakery. <sup>4</sup> kilograms. <sup>5</sup> baker. <sup>6</sup> deu, pret. of dar. <sup>7</sup> weighs. <sup>8</sup> it will be. <sup>9</sup> money. <sup>10</sup> disse, pret. of dizer. <sup>11</sup> enough.



## REVIEW LESSON IV

A. *Give the English for the following:* vamos fazer compras; cheguei sem me verem; acabou de comer; faça favor de não falar; ele estudava quando entrei; estudáramos; há quinze dias; falem os senhores mais devagar; reveja o senhor a nova lição; não se produz café aqui; ela torna a escrever; vamos jantar.

B. *Give the Portuguese for the following:* give me the book; do not give it to me; give it to him; ask for a pencil; I make; on studying the lesson; he is sixteen years old; it had rained; a polite girl; a Portuguese lesson; I see; do you see? did they read? he tried to study.

C. *Write in Portuguese:* 1. The professor had begun to teach us the lesson. 2. I dressed myself before going shopping in the city this morning. 3. Review the first lesson and write exercise eighteen. 4. I cannot understand you when you talk fast; you must talk more slowly. 5. They say that they are sick and could not study the lesson. 6. I used to visit my uncle who has a plantation and I would work in the fields. 7. I was in São Paulo a week ago; there are many pretty gardens and large buildings in that city. 8. Sometimes we go to Rio de Janeiro in the spring. 9. Go write these exercises on the blackboard. 10. Before going to bed, we had written seven letters to our friends. 11. How old is that girl? 12. She says that she is eighteen, but I think that she is twenty. 13. He replied that his father had been ill. 14. I am coming to see you tomorrow. 15. May I read that book you were reading a week ago? 16. Certainly! It is more interesting than the book you are reading now.

## LESSON XXI

141. *Use of the Definite Article*

The definite article is required:

- a) Before a noun used in a general sense to denote all of the thing or kind it names.

As mulheres amam as crianças.

*Women (as a rule) love children  
(generally speaking).*

BUT:

Compramos flores.

*We are buying (some) flowers.*

- b) Before a proper noun modified by a title or a descriptive adjective, except in direct address.

o senhor Garcia  
a pequena Isabel

*Mr. Garcia  
little Elizabeth*

BUT:

Bons dias, senhor Garcia.

*Good day, Mr. Garcia.*

Note the meaning of **senhor**, **senhora**, **senhorita** or **senhorinha**, **menino**, and **menina**:

senhor, *Mr., sir, gentleman*; senhores, *Messrs., sirs, gentlemen*

senhora, *Mrs., madam, lady*

senhorita, *Miss, young lady*

senhorinha, *Miss, young lady* } (used in Brazil)

menino, *Master*

menina,<sup>1</sup> *Miss, young lady* (used in Portugal)

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<sup>1</sup> **Menino**, -a is used rather familiarly of younger people: **senhor** and **senhora** (or **senhora dona** before a name) are more respectful.

142. *Present Indicative of saber and trazer*saber [sæber], *to know*trazer [træzer], *to bring**I know, do know, etc.**I bring, do bring, etc.*

SINGULAR	PLURAL	SINGULAR	PLURAL
sei [sei]	sabemos [sæbemus]	trago [tragu]	trazemos [træzemos]
sabes [sabís]	sabeis [sæbeís]	trazes [trazís]	trazeis [træzeís]
sabe [sabi]	sabem [sabêi]	traz [traz]	trazem [trazêi]

143. *Imperfect Indicative of ir, vir, and ver**ir, to go**vir, to come**I went, was going, etc.**I came, was coming, etc.*

SINGULAR	PLURAL	SINGULAR	PLURAL
ia [iæ]	famos [iæmus]	vinha [viɲæ]	vínhamos [viɲæmus]
ias [iæs]	feis [ieís]	vinhas [viɲæs]	vínheis [viɲeís]
ia [iæ]	iam [iêũ]	vinha [viɲæ]	vinham [viɲêũ]

*ver, to see**I saw, was seeing, etc.*

SINGULAR	PLURAL
via [viæ]	víamos [viæmus]
vias [viæs]	víeis [vieís]
via [viæ]	viam [viêũ]

The imperfect of dizer, trazer, and saber is formed regularly.

144. *Preterite of dizer, trazer, etc.*

dizer

*I said (told), did say (tell), etc.*

SINGULAR	PLURAL
disse [dist]	dissemos [disemus]
disseste [disestí]	dissestes [disestís]
disse [dist]	disseram [diserêũ]

## trazer

*I brought, did bring, etc.*

SINGULAR	PLURAL
trouxe [troxi]	trouxemos [troxemus]
trouxeste [troxestĩ]	trouxestes [troxestĩs]
trouxe [troxi]	trouxeram [troxerẽũ]

## saber

*I knew, did know, etc.*

## ver

*I saw, did see, etc.*

SINGULAR	PLURAL	SINGULAR	PLURAL
soube [sobi]	soubemos [sobemus]	vi [vi]	vimos [vimus]
soubeste [sobestĩ]	soubestes [sobestĩs]	viste [vistĩ]	vistes [vistĩs]
soube [sobi]	souberam [soberẽũ]	viu [viũ]	viram [virẽũ]

## ir

*I went, did go, etc.*

## vir

*I came, did come, etc.*

SINGULAR	PLURAL	SINGULAR	PLURAL
fui [fui]	fomos [fomus]	vim [vi]	viemos [viemus]
foste [fostĩ]	fostes [fostĩs]	vieste [viestĩ]	viestes [viestĩs]
foi [foi]	foram [forẽũ]	veio [veiu]	vieram [vierẽũ]

*Ir, to go, and ser, to be, have the same preterite. This is because ir has lost its own preterite and has borrowed that of ser. Compare with the colloquial English expression: I was to town yesterday.*

## 145. Simple Pluperfect of dizer, etc.

dizer:	disser-a,	-as,	-a,	'-amos,	'-eis,	-am
trazer:	trouxer-a,	-as,	-a,	'-amos,	'-eis,	-am
ver:	vir-a,	-as,	-a,	'-amos,	'-eis,	-am
vir:	vier-a,	-as,	-a,	'-amos,	'-eis,	-am
saber:	souber-a,	-as,	-a,	'-amos,	'-eis,	-am

## EXERCISES

acomodar-se [akumudar-sĩ]	to	consultar [kõsultar]	to consult
install oneself		a estação [istãesũ]	station
o bilhete [biʎetĩ]	ticket	a estrada de ferro [ĩstradẽ di ferru]	
o comboio [kõmbõiu]	} train	railway, railroad	
o trem [trẽĩ]		o guarda [gũardẽ]	conductor

o horário [uráriu] <i>timetable</i>	perto de [pertu di] <i>near</i>
o jornal [ʒurnal] <i>newspaper</i>	saber [saber] <i>to know</i>
junto de [ʒuntu di] <i>beside, next to</i>	sair [sair] <i>to go out, leave</i>
longe [lõʒi] <i>far, distant</i>	o vagão [vagẽũ] <i>railroad car, coach</i>
o lugar [lugar] <i>place, seat</i>	o vagão-leito [leitu] <i>sleeping car</i>
parar [perar] <i>to stop</i>	o vagão-restaurante [ristaurẽti] <i>dining car</i>
a partida [pertide] <i>departure</i>	a viagem [viãʒẽ] <i>trip, voyage; fazer uma —, to take a trip</i>
pequeno, -a [pikenu, -ɐ] <i>small, little</i>	viajar [viãʒar] <i>to travel</i>

A. Give the Portuguese equivalents for the following: we were coming; I saw; they had known; I know; she was going; you said; he came; she saw; we had gone; I bring; you brought; bring it; I was saying; I had seen; I had come.

B. Study: 1. Vamos fazer uma viagem pela estrada de ferro. 2. Temos um horário e consultamo-lo para saber a que horas sai o trem para o Rio de Janeiro. 3. Aprendemos que o trem sai da Estação do Norte às nove e um quarto da manhã. 4. Ao entrar na estação, fomos comprar bilhetes de segunda classe. 5. O combóio chegou na estação e parou. 6. Como estamos na hora da partida, entramos num vagão. 7. Acomodáramo-nos em nossos lugares antes da partida do trem. 8. A cidade de Santos é perto de São Paulo, mas o Rio de Janeiro é longe. 9. O meu amigo trouxera (tinha trazido) um jornal e começou a lê-lo. 10. Ao meio-dia fomos ao vagão-restaurante para almoçar. 11. Este trem no tem um vagão-leito porque chega ao Rio de Janeiro antes da noite. 12. Gosto muito de viajar pela estrada de ferro. 13. Este trem vai muito depressa e não pára a muitas estações. 14. Há outros trens que param a tôdas as estações. 15. Quinze minutos depois de sair o combóio, um homem entrou no nosso vagão e disse-me: Faça favor, senhor, de dar-me o seu bilhete. 16. Como vejo que o homem é o guarda, dou-lho.

C. Answer the following questions: 1. O senhor gosta de viajar pela estrada de ferro? 2. O que se consulta para saber as horas de partida dos trens? 3. De qual estação sai o combóio para o Rio de Janeiro? 4. O que tem que comprar para viajar? 5. Qual cidade é mais perto de São Paulo, o Rio de Janeiro ou Santos? 6. A que horas sai o trem para o Rio de Janeiro? 7. O que tinha trazido o amigo? 8. Onde vão os dois amigos para comer? 9. Pode dormir-se num trem? 10. Como se chama o vagão onde se dorme? 11. Pára este trem a tôdas as estações? 12. Quem entrou no vagão? 13. Que disse ele? 14. Que lhe dá o senhor?

D. *Write in Portuguese:* 1. There are many good railways in Brazil. 2. We came to São Paulo by train from Santos. 3. Santos is not far from São Paulo; Rio de Janeiro is much farther. 4. The conductor entered the car and took the tickets. 5. The car was full of men and women who were going to Rio de Janeiro. 6. My friend came and sat down (installed himself) in his seat beside a window. 7. At one-thirty he got up and went to the dining car to eat lunch. 8. As I was very tired I slept instead of eating. 9. I do not like to travel on trains that stop at all the stations. 10. He bought some books to read on the train. 11. Men like books, but women prefer to talk. 12. Mr. Fonseca is taking a trip to Santos and little Betty is going with him. 13. Do you want to go with me to the United States? 14. He did not know that I was going to the United States. 15. He wanted to go with us, but he could not.

### Leitura

Na noite de Natal<sup>1</sup> vão acordar<sup>2</sup> o Joãozinho, na sua cama.

— Joãozinho! Joãozinho! acorda!<sup>3</sup> O Pai Noel trouxe-te<sup>4</sup> um irmãozinho<sup>5</sup> agora de noite.<sup>6</sup>

— É de açúcar? — perguntou Joãozinho.

— Não.

— É de carne?

— É.

O Joãozinho deitou-se outra vez. — Então . . . bota fora.<sup>7</sup>

## LESSON XXII

### 146. *Definite Article for Possessive*

When speaking of parts of the body or articles of clothing, the definite article is generally used instead of the possessive adjective.

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<sup>1</sup> Christmas.    <sup>2</sup> to wake up.    <sup>3</sup> wake up!    <sup>4</sup> trouxe, pret. of trazer.  
<sup>5</sup> little brother.    <sup>6</sup> agora de noite, this very night.    <sup>7</sup> bota fora, throw it away.

Os meninos abriram os olhos.      *The children opened their eyes.*  
 Perdi o chapéu.      *I lost my hat.*

1. But the possessive is generally used before the subject of a sentence:  
*o seu chapéu é novo, his hat is new.*

2. Note the following use of *ter* + the name of a part of the body:

Tenho os olhos cansados.      *My eyes are tired.*  
 Tem as mãos muito frias.      *His hands are very cold.*

#### 147. Distributive Construction

When speaking of similar objects, one of which belongs to each member of a group, the singular is generally used in Portuguese.

Os meninos lavaram a cara e as mãos.      *The children washed their faces and hands.*

(Cara is singular since each child has one, while mãos is plural since each child has two.)

Limparam os dentes com escôva e pós dentifrícios.      *They cleaned their teeth with brushes and tooth powder.*

#### 148. Present Indicative of pôr<sup>1</sup>

pôr [por], to put

*I put, do put, etc.*

SINGULAR	PLURAL
ponho [poɲu]	pomos [pomus]
pões [põis]	pondes [põndis]
põe [põ]	põe or põem, [põ, põẽ]

#### 149. Imperfect Indicative of pôr and dar

pôr

*I put, was putting, etc.*

SINGULAR	PLURAL
punha [puɲɐ]	púnhamos [puɲemus]
punhas [puɲɐs]	púnheis [puɲeis]
punha [puɲɐ]	punham [puɲẽu]

<sup>1</sup> Pôr is an irregular verb, the only one whose infinitive (including its compounds) ends in -or. Most grammarians make a fourth conjugation of pôr and its compounds. We shall consider it an irregular verb of the second conjugation as it is a contraction of the older pôer. Pôr takes an accent to distinguish it from por, for, but its derivatives have no accent mark.

## dar

*I gave, was giving, etc.*

SINGULAR	PLURAL
dava [dave]	dávamos [davəmus]
davas [davs]	dáveis [daveis]
dava [dave]	davam [davəũ]

The imperfect of *fazer* is formed regularly.

150. *Preterite of fazer, pôr, and dar*

## fazer

*I made (did), did make (did do), etc.*

SINGULAR	PLURAL
fiz [fiz]	fizemos [fizemus]
fizeste [fizestĩ]	fizestes [fizestĩs]
fêz [fez]	fizeram [fizerəũ]

## pôr

*I put, did put, etc.*

SINGULAR	PLURAL
pus [pus]	pusemos [puzemus]
puseste [puzestĩ]	pusestes [puzestĩs]
pôs [pos]	puseram [puzerəũ]

## dar

*I gave, did give, etc.*

SINGULAR	PLURAL
dei [dei]	demos [demus]
deste [destĩ]	destes [destĩs]
deu [deũ]	deram [derəũ]

All indicative tenses of *ler* and *crer* except the present are regular.

151. *Simple Pluperfect of fazer, etc.*

fazer:	fizer-a, -as, etc.
pôr:	puser-a, -as, etc.
dar:	der-a, -as, etc.
ler:	ler-a, -as, etc.



152. *Present Indicative of conhecer*

conhecer [kunjser], *to know, be acquainted with*

*I know, do know, etc.*

## SINGULAR

conheço [kunesu]  
conheces [kunesis]  
conhece [kunesĩ]

## PLURAL

conhecemos [kunjsemus]  
conheceis [kunjseis]  
conhecem [kunesẽĩ]

**Conhecer** is really a regular verb, but it takes *ç* before *o* and *a*.

Most verbs ending in *-cer* or *-cir* are inflected like **conhecer** (thus, **nascer**, *to be born*).

## EXERCISES

abrir [ʔbrir] <i>to open</i>	limpar [lĩmpar] <i>to clean, wipe,</i>
acordar [ʔkurdar] <i>to wake up</i>	<i>dry (hands and face)</i>
a cara [karɐ] <i>face</i>	a mão [mẽũ] <i>hand; pl. mãos</i>
conhecer [kunjser] <i>to know, be</i>	o olho (os olhos) [olũ, pl. ɔlus] <i>eye</i>
<i>acquainted with</i>	pôr [por] <i>to put</i>
o dente [dẽntĩ] <i>tooth</i>	o sabão [sɐbẽũ] <i>soap; pl. sabões</i>
já [ʒa] <i>already</i>	a semana [sĩmɐnɐ] <i>week</i>
lavar [lɐvar] <i>to wash, clean</i>	a toalha [tuaʎɐ] <i>towel</i>

*é hora de* *it is time to or for*

## DAYS OF THE WEEK

domingo [dumĩngu] *Sunday*  
segunda-feira [sĩgũndɐ-feĩrɐ] *Monday*  
terça-feira [tɛrsɐ—] *Tuesday*  
quarta-feira [kũartɐ—] *Wednesday*  
quinta-feira [kĩntɐ—] *Thursday*  
sexta-feira [sɛʃtɐ—] *Friday*  
sábado [sabɐdu] *Saturday*

**Domingo** and **sábado** are masculine, the others feminine. The feminines take the definite article regularly, but the masculines only when used in a general sense.

A. *Express in Portuguese:* do they put? I was giving; what did you do? we had read; he gave; did they put? we gave; we did not put; I made; they were making; they had put; I was putting.

B. *Study:* 1. Era domingo, e João e Ana, filhos do senhor e da senhora Fonseca, dormiam nos seus quartos. 2. A mãe deles entrou no quarto de Ana e disse: Minha filha, é hora de levantar-se. 3. Ana abriu os olhos e levantou-se da cama. 4. Em seguida, os dois meninos lavaram a cara e as mãos com água e sabão. 5. Limparam-se com uma toalha e então lavaram os dentes. 6. Vestiram-se e foram tomar o primeiro almoço. 7. Como o pai não trabalha aos domingos, tomou-o com eles. 8. A mãe disse: Vocês sabem que tia Ana chegou na quinta-feira. 9. João perguntou: Posso ir visitá-la amanhã? 10. A mãe respondeu: Você tem que ir à escola nas segunda-feiras. 11. Depois de tomar o primeiro almoço, João quis ler um livro. 12. Mas seu pai lhe disse: Já tem você os olhos cansados, e agora torna a ler. 13. Ana vê uma carta sobre a mesa e pergunta a seu pai: De quem vem essa carta? 14. O pai responde: Vem do senhor Smith que vive nos Estados Unidos. 15. Ana diz: O senhor Smith, não o conheço, não é assim? 16. O pai responde: Não, não o conhece você, porque nunca o viu; ele nunca veio ao Brasil. 17. Conheci-o quando estive nos Estados Unidos.

C. *Answer the following questions:* 1. Que dia da semana era? 2. Que faziam João e Ana? 3. Quem entrou no quarto de Ana? 4. Que disse a mãe? 5. Que fez Ana? 6. Que fizeram então os dois meninos? 7. Com que se limparam? 8. O que fizeram antes de ir tomar o primeiro almoço? 9. O pai trabalha aos domingos? 10. O que quis fazer João? 11. Que lhe disse seu pai? 12. Quais são os dias da semana?

D. *Write in Portuguese:* 1. What do you have in your hand? 2. My uncle arrived here on Wednesday; he left Rio de Janeiro on Tuesday. 3. He put his hat on the table. 4. Is your face cold? 5. It is time to go to bed. 6. She was putting the plates on the table when I entered. 7. What did you do when he said that? 8. I was studying again when my mother called me. 9. My eyes are already tired from studying. 10. I was going to write a letter Friday, but I could not. 11. Who is that man? Do you know him? 12. I used to know him when I lived in São Paulo. 13. When he had given me the book, he left the room. 14. When did you know that he had been sick? 15. He told me this before they arrived (their arriving). 16. We used to take a trip to the city in the spring.

## Leitura

Luis de Camões, o mais ilustre <sup>1</sup> dos poetas portugueses, nasceu <sup>2</sup> em Coimbra em 1524. A vida dêste grande homem foi cheia de aventuras e adversidades.<sup>3</sup> Esteve pouco tempo na côrte do rei D. João III, mas partiu em 1547 para Ceuta, na África. Aí <sup>4</sup> perdeu o olho direito <sup>5</sup> numa batalha <sup>6</sup> com os Moiros.<sup>7</sup> Três anos depois, voltou a Portugal, teve muitos duelos,<sup>8</sup> feriu <sup>9</sup> um criado do Paço <sup>10</sup> e foi condenado <sup>11</sup> a um ano de prisão,<sup>12</sup> durante o qual escreveu o primeiro canto dos *Lusiadas*.

(A seguir) <sup>13</sup>

## LESSON XXIII

## 153. Negative Pronouns and Adverbs

a)

ninguém [nĩŋgẽj] <i>no one, nobody</i>	nem [nẽj] <i>nor; nem . . . nem neither</i>
nada [nadɐ] <i>nothing</i>	. . . <i>nor</i>
nenhum, -a [nẽjũ, -ũɐ], nenhuns,	nunca [nũŋkɐ] <i>never</i>
nenhumas <i>no, none</i>	
Quem veio? — Ninguém.	<i>Who came? No one.</i>
Ninguém veio.	<i>No one came.</i>
Nada tenho.	<i>I have nothing or I haven't anything.</i>

b) When such negatives follow the verb, *não* must precede it.

Não conheço ninguém em Braga.	<i>I know no one, or I do not know anyone, in Braga.</i>
Não tenho nada.	<i>I have nothing or I haven't anything.</i>
Não tenho (nem) pena nem papel.	<i>I have neither pen nor paper or I haven't either pen or paper.</i>

<sup>1</sup> famous. <sup>2</sup> was born. <sup>3</sup> aventuras e adversidades, adventures and hardships. <sup>4</sup> there. <sup>5</sup> olho direito, right eye. <sup>6</sup> battle. <sup>7</sup> Moors. <sup>8</sup> duels. <sup>9</sup> wounded. <sup>10</sup> the Palace. <sup>11</sup> condemned. <sup>12</sup> prison. <sup>13</sup> A seguir, To be continued.

154. *Orthographic Changes*

According to the Portuguese system of orthography, it is sometimes necessary to change the spelling of the stem of an inflected word, to show that the pronunciation does not change.

The rules for the more common orthographic changes are:

To express sounds of:	k	kw	hard g	gw	jota	c (=s) <sup>1</sup>
Before -a, -o, -u, write:	c	qu	g	gu	j	ç
Before -e or -i, write:	qu	quê	gu	gê	g or j	c

sacar: saco, *I take out*; saquei, *I took out*

chegar: chego, *I arrive*; cheguei, *I arrived*

fugir: fujo, *I run away*; fugi, *I ran away*

distinguir: distingo, *I distinguish*; distingui, *I distinguished*

alcançar: alcanço, *I reach*; alcancei, *I reached*

adoecer: adoço, *I feel sick*; adoeci, *I felt sick*

aguar: aguo, *I water*; agüemos, *that we may water*

delinqüir: delinquo, *I am delinquent*; delinqüi, *I was delinquent*

But verbs in -jar keep j throughout: arranjar, *to arrange*; eu arranjo, *I arrange*; eu arranjei, *I arranged*.

155. *Special Use of Present Tense*

To express an act or state that continues from the past into the present, the present tense is used in Portuguese, while in English the present perfect is used.

Há vinte e quatro horas que este livro está sobre a mesa.

*This book has been on the desk for twenty-four hours.*

Há dois anos <sup>2</sup> que vive no Brasil.

*He has lived (he has been living) in Brazil for two years (and he is still there, hence the present tense).*

<sup>1</sup> Note that ç before a, o, u and c before e, i represent the same sound as that of initial s or intervocal ss.

<sup>2</sup> Há dois anos here means *there are two years*. With the preterite of verbs the expression is best translated *ago*, as in *há dois anos que morreu*, *he died two years ago*.

Compare:

*Tem vivido* (viveu)<sup>1</sup> dois anos no Brasil.      *He has lived in Brazil for two years* (he is not there now, hence the perfect tense).

Similarly, if the act or state continues from one period in the past into another less remote, the imperfect tense is used in Portuguese, while in English the pluperfect is used.

*Quando meu pai morreu, havia dois anos que vivíamos no Brasil.*      *When my father died we had been living in Brazil for two years.*

## EXERCISES

### Idioms with *ter*

ter {	calor [kəlor] to be hot or warm (of persons)
	frio [friɐ] to be cold (of persons)
	(muita) fome [fomɪ] to be (very) hungry
	sêde [sedɪ] to be thirsty
	sono [sonu] to be sleepy
	razão [razẽu] to be right

### Idioms with *fazer*, referring to weather (*o tempo*)

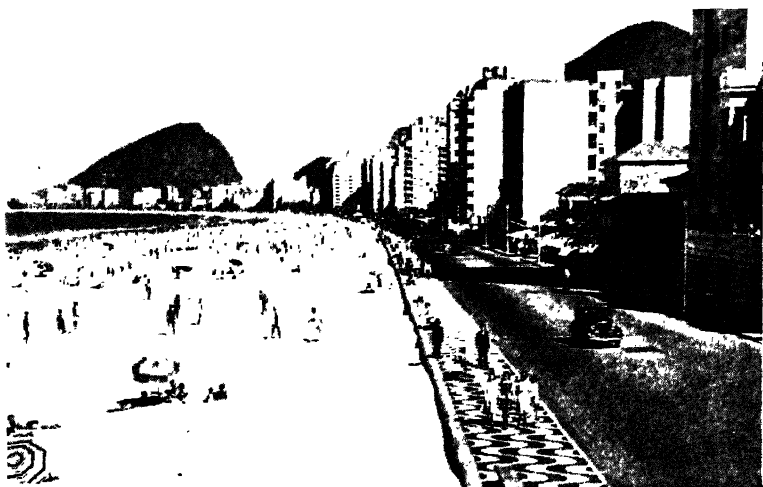
fazer {	bom tempo [tẽmpu] to be fine weather
	mau tempo to be bad weather
	calor to be hot or warm (of the weather)
	frio to be cold (of the weather)
	vento [vẽntu] to be windy

OBSERVATIONS: *To be hungry or thirsty* can also be expressed by: *estar com fome, com sêde*.

Note that *to be hot (cold)*, may be expressed in three ways: *ter calor (frio)*, meaning persons; *fazer calor (frio)*, speaking of the weather; *ser or estar quente (frio)*, speaking of things.

*Acabar* means *to finish, terminate*. You have learned that *acabar de* in the present means *to have just* (*acaba de falar, he has just spoken*);

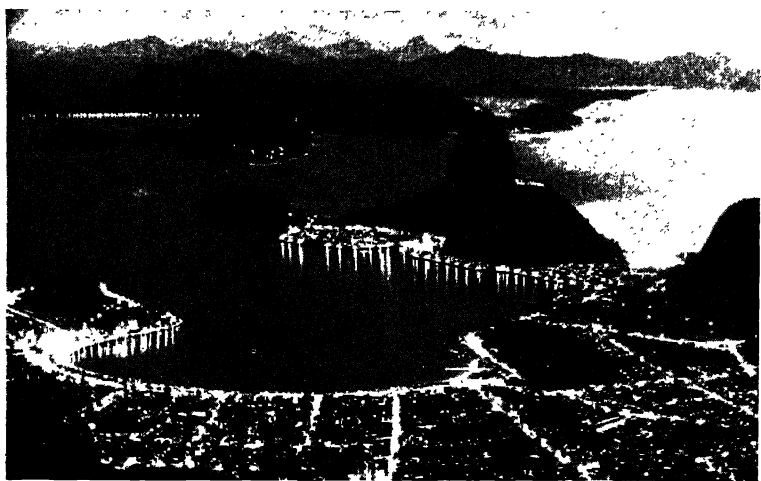
<sup>1</sup> The preterite is frequently used in Portuguese where the present perfect is preferred in English.



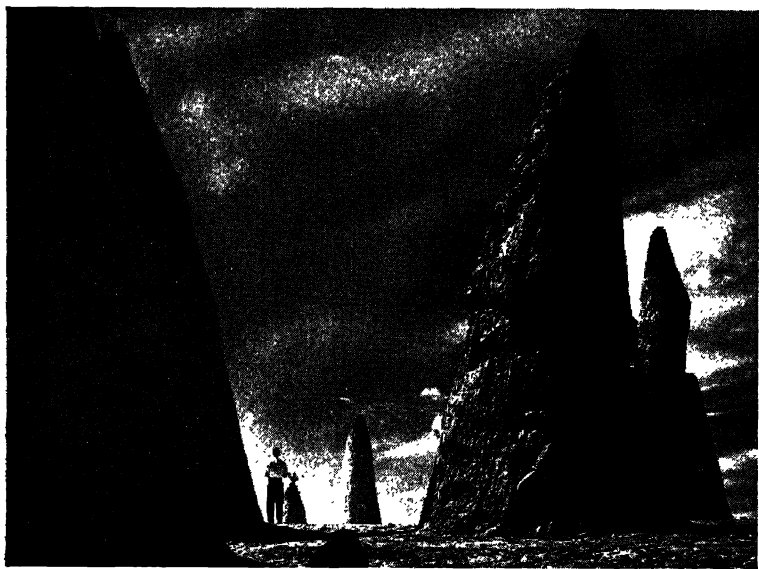
A BELA PRAIA DE COPACABANA, RIO DE JANEIRO



OUTRA VISTA DA PRAIA DE COPACABANA



O PÃO DE AÇÚCAR, VISTO DO CORCOVADO, RIO



CURIOSAS ESTALAGMITES, BELO HORIZONTE

the imperfect is equivalent to *had just* (*acabava de falar, he had just spoken*); and the preterite means *he stopped* (*acabou de falar, he stopped speaking*).

A. 1. *Write the following in Portuguese:* I paid; he began; she pays; I began; we were paying; he begins; begin (*3d pers. sing. m.*)

2. *Give the Portuguese equivalents for the following:* two years ago; are you hungry? (*2 ways*); the weather was bad yesterday; the coffee is hot; the winter is cold; it is windy today.

B. *Study:* 1. Que tempo está? 2. Agora faz bom tempo, mas ontem fez mau. 3. Há duas horas que chove, e não podemos sair da casa. 4. O senhor não tem razão, não chove agora. 5. Fazia vento ao meio-dia. 6. O que tem o senhor na mão? Não tenho nada. 7. Não vi ninguém quando fui à cidade. 8. Havia uma hora que escrevia quando meu pai me chamou. 9. Nenhuma das moças tem (está com) fome. 10. Não gosto nem de comer quando não estou com (tenho) fome, nem de ler quando tenho os olhos cansados. 11. Ele acabava de chegar à estação quando o trem saíu. 12. Quando tenho calor, bebo um copo de água fria. 13. Há quatro dias que chegámos aqui. 14. Todos os alunos saíram da aula quando o professor acabou de falar. 15. Ele perguntou se chovia, e eu disse que não (*I said no*). 16. Eu nunca levantava-me antes de oito horas quando fazia frio.

C. *Answer the following questions:* 1. Que tempo fez ontem? 2. Que tempo faz hoje? 3. Que faz o senhor quando tem sono? 4. Chove agora? 5. Que tempo faz na cidade onde vive o senhor? 6. O senhor tem calor?

D. *Write in Portuguese:* 1. We have been studying for two hours, but we do not yet know our lessons. 2. It was raining when they went out. 3. No one saw me when I went to the store. 4. None of the students is hungry or thirsty. 5. We had been listening for two hours when he stopped speaking. 6. She said she was thirsty and I gave her a glass of water. 7. Was it not raining when you arrived? 8. You are right; it was raining and it was cold also. 9. As the children were sleepy they went to bed at nine o'clock. 10. I do not like to eat in that restaurant; the coffee is cold and the water is warm. 11. Is it never good weather in this city? 12. Sometimes the weather is good here. 13. I have been living here for six years and it is always (*sempre*) cold. 14. You are wrong, sir, it is warm in summer.



## Leitura

Em 1553 foi a Gôa, na Índia, onde tomou parte <sup>1</sup> em várias batalhas. De Gôa foi a Macau na China, onde escreveu mais seis cantos do poema. Durante uma viagem de Macau para Gôa Camões naufragou <sup>2</sup>; nadou <sup>3</sup> na água com um braço e com o outro ergueu <sup>4</sup> acima <sup>5</sup> das vagas <sup>6</sup> o manuscrito <sup>7</sup> dos *Lusiadas*. Em 1569 voltou para Lisboa, e em 1572 foi publicada <sup>8</sup> a primeira edição <sup>9</sup> dos *Lusiadas*. Camões foi muito pobre durante os últimos <sup>10</sup> anos da sua vida; o seu escravo <sup>11</sup> salvou-o <sup>12</sup> de morrer de fome <sup>13</sup> esmolando <sup>14</sup> para êle pelas ruas de Lisboa. Êste grande poeta morreu em 1580, na miséria.<sup>15</sup>

## LESSON XXIV

156. *Future and Conditional*

The future and the conditional (or past future) indicative of all regular verbs are formed by adding the following endings to the infinitives:

FUTURE: -ei, -ás, -á, -emos, -eis, -ão

CONDITIONAL: -ia, -ias, -ia, -íamos, -feis, -iam

157. *Future and Conditional of falar, aprender, and partir*

## I. falar

## FUTURE

*I shall speak, etc.*

## SINGULAR

falarei [fələrei]

falarás [fələras]

falará [fələra]

## PLURAL

falaremos [fələremus]

falareis [fələreis]

falarão [fələrẽũ]

<sup>1</sup> part.    <sup>2</sup> was shipwrecked.    <sup>3</sup> swam.    <sup>4</sup> held up.    <sup>5</sup> above.    <sup>6</sup> waves.  
<sup>7</sup> manuscript.    <sup>8</sup> published.    <sup>9</sup> edition.    <sup>10</sup> last.    <sup>11</sup> slave.    <sup>12</sup> saved.  
<sup>13</sup> hunger.    <sup>14</sup> begging.    <sup>15</sup> misery.

## CONDITIONAL

*I should speak, etc.*

SINGULAR	PLURAL
falaria [fələriə]	falaríamos [fələriəmus]
falias [fələriəs]	falieis [fələriəs]
falaria [fələriə]	faliarim [fələriəŋ]

## II. aprender

## FUTURE

*I shall learn, etc.*

SINGULAR	PLURAL
aprenderi [əprəndiəri]	aprenderemos [əprəndiəmus]
aprenderás [əprəndiəs]	aprenderéis [əprəndiəs]
aprenderá [əprəndiə]	aprenderão [əprəndiəŋ]

## CONDITIONAL

*I should learn, etc.*

SINGULAR	PLURAL
aprenderia [əprəndiəri]	aprenderíamos [əprəndiəriəmus]
aprenderias [əprəndiəriəs]	aprenderíeis [əprəndiəriəs]
aprenderia [əprəndiəri]	aprenderiam [əprəndiəriəŋ]

## III. partir

## FUTURE

*I shall leave, etc.*

SINGULAR	PLURAL
partirei [pərtiəri]	partiremos [pərtiəmus]
partirás [pərtiəs]	partireis [pərtiəs]
partirá [pərtiə]	partirão [pərtiəŋ]

## CONDITIONAL

*I should leave, etc.*

SINGULAR	PLURAL
partiria [pərtiəri]	partiríamos [pərtiəriəmus]
partirias [pərtiəriəs]	partiríeis [pərtiəriəs]
partiria [pərtiəri]	partiriam [pərtiəriəŋ]

158. *Future and Conditional of ser, estar, haver, etc.*

Most irregular verbs form the future and conditional indicative regularly. Thus the irregular verbs *ser, estar, haver, ter, ir, vir, dar, pôr, ver* form these tenses regularly.

159. *Days of the Month*

The cardinal numbers are used to express the days of the month, with the one exception of *primeiro, first*.

Primeiro, dois, três, etc., de janeiro.	<i>First, second, third, etc., of January.</i>
Em que dia chegou?	<i>On which day did he arrive?</i>
Chegou no primeiro (a dois, a três) de junho.	<i>He arrived (on) the first (the second, the third) of June.</i>

## EXERCISES

ante-ontem [ãnti-õntẽ] <i>day before yesterday</i>	morrer [murrer] <i>to die</i>
calçar [kalsar] <i>to put on (one's shoes)</i>	nascer [naser] <i>to be born</i>
as calças [kalsas] <i>trousers</i>	olhar para [ufar] <i>to look at</i>
a camisa [kẽmizẽ] <i>shirt</i>	o paletó [pelito] <i>coat</i>
cedo [sedu] <i>early, soon</i>	o passeio [peseu] <i>walk; dar um —, to take a walk (ride)</i>
depois de amanhã <i>day after to-morrow</i>	pensar em <i>to think about or of</i>
dia feriado [firiadu] <i>holiday</i>	o relógio [riloziu] <i>clock, watch</i>
enquanto [ẽnkũẽtu] <i>while</i>	o sapato [sepato] <i>shoe</i>
a gravata [gravatẽ] <i>necktie</i>	tarde [tardi] <i>late</i>
	voltar [volar] <i>to turn, return</i>

## MONTHS OF THE YEAR

janeiro [zẽneiru] <i>January</i>	julho [zuAu] <i>July</i>
fevereiro [fivireiru] <i>February</i>	agosto [egostu] <i>August</i>
março [marsu] <i>March</i>	setembro [sitẽmbu] <i>September</i>
abril [ẽbril] <i>April</i>	outubro [otubru] <i>October</i>
maio [mafu] <i>May</i>	novembro [nuvẽmbu] <i>November</i>
junho [zupu] <i>June</i>	dezembro [dizẽmbu] <i>December</i>

A quantos estamos (hoje) do mês?	} <i>What day of the month is it?</i>
Quantos são hoje?	
Que dia do mês é hoje?	

Estamos a quatro. } *It (Today) is the fourth.*  
(Hoje) são quatro. }

Estamos no primeiro. } *It (Today) is the first.*  
(Hoje) é o primeiro. }

A. Give the Portuguese equivalents for the following: I shall study; we should write; you will read; he will be; they would see; you will go out; I should give; they will have; I shall buy; she would learn; the fifth of May; on the first of September; the thirteenth of July; on the sixteenth of February; the first of August.

B. Study: 1. João acordou cedo esta manhã, e olhou para o relógio para saber que horas eram. 2. Viu que eram sete horas e levantou-se em seguida da cama e começou a vestir-se. 3. Enquanto se vestia, pensava no passeio que ia dar. 4. Depois de vestir a camisa, as calças e a gravata, calça os sapatos. 5. Então veste o paletó e vai tomar o pequeno almoço. 6. Seu pai, que fazia uma viagem, voltará às dez. 7. Voltaria mais cedo, mas não há trens antes de esta hora. 8. Como hoje são sete de setembro, dia feriado no Brasil, toda a família dará um passeio. 9. Este inverno, João passará alguns dias com seu tio em Santos. 10. João nasceu a quatro de maio e sua irmã Ana nasceu a dez de outubro. 11. O seu avô morreu a quinze de junho. 12. Há três anos que morreu. 13. Depois de dar o passeio a família voltará tarde a casa. 14. Então, como estarão cansados, dormirão bem.

C. Answer the following questions: 1. Que dia do mês é hoje? 2. Que dia foi ontem? 3. Que dia foi ante-ontem? 4. Que dia será amanhã? 5. Que dia será depois de amanhã? 6. Em que dia nasceu o senhor? 7. Em que dia começa o ano? 8. Em que dia da semana estamos? 9. Foi ontem sábado? 10. Em que dias vem o senhor à escola? 11. Em que estação estamos? 12. Quais são os meses da primavera? 13. Que dia do mês de julho é dia feriado nos Estados Unidos?

D. Write in Portuguese: 1. What day of the month is today? (2 ways) 2. It is the fifteenth of August. (2 ways) 3. Will his father arrive on the first of April? 4. He would arrive earlier, but he has been sick. 5. He got up, put on his shirt, coat, and trousers and went out. 6. Did he not put on his shoes too? 7. Elizabeth was born on the fourteenth of May. 8. The weather was fine on the twenty-first of March. 9. If it rains tomorrow we shall not take a walk. 10. I shall return to Santos Monday, and Tuesday I shall be in São Paulo. 11. While he was studying, he was thinking about the book he had read. 12. He had just gone

to bed when his father arrived. 13. He would put on his necktie, but he cannot find it. 14. I have been trying for two hours to write a letter, but I have written nothing yet. 15. No one will arrive on Sunday, because there are no trains on that day. 16. If you are sleepy you will sleep well.

## Leitura

Dom Henrique, chamado o Navegador,<sup>1</sup> infante<sup>2</sup> português, filho do rei D. João I e de D. Filipa de Lencastre, nasceu no Porto em 1394. O infante, que tinha estudado muitas sciências, creia que havia muitas terras a descobrir para além<sup>3</sup> do Cabo Bojador,<sup>4</sup> limite da navegação<sup>5</sup> dêsse tempo. Assim, cêrca de<sup>6</sup> 1420, fundou<sup>7</sup> em Sagres, Portugal, uma escola de navegação, um observatório astronómico e estaleiros<sup>8</sup> para construção de navios.<sup>9</sup> Chamou do estrangeiro<sup>10</sup> cosmógrafos<sup>11</sup> e matemáticos ilustres, e com êles, estudou a geografia e a cartografia.<sup>12</sup> Quando o infante morreu em 1460, os portugueses tinham descoberto a costa<sup>13</sup> africana até<sup>14</sup> Serra Leoa<sup>15</sup>; êle preparou assim o grande feito<sup>16</sup> que Vasco da Gama realizou<sup>17</sup> trinta e oito anos depois.

## LESSON XXV

### 160. *Pronominal Forms of the Future and Conditional Indicative*

In Portuguese, when an affirmative future or conditional indicative tense has a personal (or reflexive) pronoun object, the pronoun is placed between the infinitive of the verb and the future or conditional ending. Thus, *I shall learn* is *aprenderêi* (= *aprender*

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<sup>1</sup> *Navigator*. <sup>2</sup> *prince* (of the royal house). <sup>3</sup> *para além, beyond*. <sup>4</sup> *Cabo Bojador, Cape Bojador* (northwest African coast). <sup>5</sup> *navigation*. <sup>6</sup> *cêrca de, about*. <sup>7</sup> *he founded*. <sup>8</sup> *yards*. <sup>9</sup> *construção de navios, ship construction*. <sup>10</sup> *abroad*. <sup>11</sup> *geographers*. <sup>12</sup> *map-making*. <sup>13</sup> *coast*. <sup>14</sup> *as far as*. <sup>15</sup> *Serra Leoa, Sierra Leone* (central African coast). <sup>16</sup> *deed*. <sup>17</sup> *effected*.

+ [h]ei which is the present indicative of the old verb *haver* to have), while *I shall learn it* is *aprendê-lo-ei* (= *aprendê-lo* + [h]ei). In negative sentences the pronoun object precedes. In popular speech also the pronoun object will precede when the subject is expressed, or in a subordinate clause introduced by certain pronouns or adverbs. The split construction is not favored in conversation (see § 161).

*I shall not learn it.*

Não o aprenderei.

*He will learn it.*

Ele o aprenderá.

*He does not say when he will learn it.*

Não diz quando o aprenderá.

a)

### FUTURE

#### DIRECT OBJECT

aprender

*I shall learn it, etc.*

#### SINGULAR

aprendê-lo-ei

aprendê-lo-ás

aprendê-lo-á

#### PLURAL

aprendê-lo-emos

aprendê-lo-eis

aprendê-lo-ão

Note that the personal pronoun direct object takes the form -lo, -la, -los, -las, and the r of the infinitive drops (see § 114).

#### INDIRECT OBJECT

falar

*I shall speak to him, etc.*

#### SINGULAR

falar-lhe-ei

falar-lhe-ás

falar-lhe-á

#### PLURAL

falar-lhe-emos

falar-lhe-eis

falar-lhe-ão

#### REFLEXIVE FORM

servir

*I shall help myself, etc.*

#### SINGULAR

servir-me-ei

servir-te-ás

servir-se-á

#### PLURAL

servir-nos-emos

servir-vos-eis

servir-se-ão

- b) The pronominal forms of the conditional are similar to those of the future.

Eu aprendê-lo-ia depressa.

*I should learn it quickly.*

Ele servir-se-ia bem.

*He would help himself well.*

### 161. Avoidance of the Split Construction

As stated in § 160, the split future or conditional is not favored in informal conversation, being rather literary in tone. There are several ways in which it may be avoided:

- By placing the pronoun object before the verb, as stated in § 160.
- By placing the pronoun object after the complete form: **aprende-rei-o**; but this is considered bad usage.
- By using **haver-de** plus the infinitive to express the future or conditional. The forms then are:

#### FUTURE

SINGULAR	PLURAL
hei-de (falar)	havemos-de (falar)
hás-de “	haveis-de “
há-de “	hão-de “

#### CONDITIONAL

SINGULAR	PLURAL
havia-de (falar)	havíamos-de (falar)
havas-de “	havíeis-de “
havia-de “	havam-de “

*I shall write it.*

Hei-de escrevê-lo.

*I should write it.*

Havia-de escrevê-lo.

### 162. Future and Conditional of **dizer**, **fazer**, and **trazer**

The following verbs, though they have the regular endings, are among those that have in the future and conditional indicative

a different infinitive stem from that which is used elsewhere in their conjugation:

	FUTURE	CONDITIONAL
dizer:	dir-ei, -ás, etc.	dir-ia, -ias, etc.
fazer:	far-ei, -ás, etc.	far-ia, -ias, etc.
trazer:	trar-ei, -ás, etc.	trar-ia, -ias, etc.

### 163. Future and Conditional of Probability

The future indicative is often used to denote probability or conjecture in present time, and the conditional to denote probability or conjecture in past time.

Que horas são? — Será uma.	<i>What time is it? It is probably about one o'clock.</i>
Que horas eram? — Seria uma.	<i>What time was it? It was probably about one o'clock.</i>
Será possível!	<i>Is it, or can it be, possible!</i>

### 164. Definite Article before Expressions of Time

The definite article is required before expressions of time modified by **próximo**, *next*,<sup>1</sup> **passado**, *past*, *last*, and the like.

o domingo próximo	<i>next Sunday</i>
a semana passada	<i>last week</i>
o mês que vem (que entra)	<i>next month</i>

### 165. Use of Pronoun to Express Noun Possessive

The pronouns, **o**, **a**, **os**, **as**, may be used for *that*, *the one*, in expressing a noun possessive, or in place of **seu**, **sua** for the sake of clarity. The pronouns agree with the object to which they refer.

<i>my book and John's</i>	<i>o meu livro e o de João (that of John)</i>
<i>my pens and hers</i>	<i>as minhas penas e as dela (those of her)</i>
<i>my mother and yours</i>	<i>minha mãe e a do senhor (that of you)</i>

<sup>1</sup> There are many expressions for *next* when referring to time. Thus *next month* may be translated by *o mês que vem*, *que entra*, etc. In referring to a specific date, *próximo* may be used, but *próximo* really means *nearest*, either in the past or in the future. Note *o mês próximo passado*, literally, *the last month past*.



## EXERCISES

enganar-se [ɛŋɡənar-sĩ] <i>to be mis-</i> <i>taken</i>	seguir [sigĩntĩ] <i>following</i>
feliz [fɛliz] <i>happy</i>	terminar [tĩrminar] <i>to end, ter-</i> <i>minate</i>
por ali [pur ɛli] <i>that way</i>	triste [tristĩ] <i>sad</i>
por aqui [pur ɛki] <i>this way</i>	valer [vɛlɐr] <i>to be worth; — a</i> <i>pena be worth while, be worth the</i>
porém [purɛĩ] <i>however</i>	<i>trouble</i>
o prazer [prɛzɐr] <i>pleasure; com</i>	a verdade [vĩrdadĩ] <i>truth</i>
muito —, <i>with pleasure, gladly</i>	
principiar [prĩsiplar] <i>to begin, start</i>	

dar a lição *to recite the lesson*; pela or de manhã *in the morning*; pela or de tarde *in the afternoon*; pela or de noite *in the night*

A. *Give the Portuguese equivalents for the following*: I shall study it; will he do it? would they bring it? we shall say it; you would give me; I should speak to him; they will say it; she will be named; they will write to him; he would speak to you; we shall not see them; they would not see us.

B. *Study*: 1. O ano escolar (*school*) principiará na semana que vem, não é verdade? 2. Não, senhor, enganou-se; principiará a semana seguinte. 3. O que tem o senhor? Não tenho nada. 4. Porém o senhor tem a cara muito triste. 5. Sim, é que muito cedo teremos que voltar à escola. 6. Nunca estou feliz quando penso em isso. 7. João não está aqui; estará doente? 8. A que horas voltou o senhor ontem? 9. Seriam quatro da manhã quando cheguei. 10. Faça favor de dizer-me como se vai à cidade. 11. Com muito prazer; o senhor não pode ir por ali, venha por aqui. 12. Estudaria as minhas lições, mas não vale a pena trabalhar muito. 13. Os livros de João valem mais do que os de Maria. 14. Hoje é dia feriado, e pela manhã daremos um passeio, e pela tarde tomaremos um trem para ir visitar o nosso tio em Santos. 15. Onde está João, não o vejo; não estará em casa? 16. Não está em casa; tomou os seus livros e os da senhorita e saíu.

C. *Answer*: 1. Em que dia principiará o ano escolar? 2. Em que dia terminará? 3. Vale a pena estudar tôda a noite? 4. Quem dará as lições? 5. Em que dia não dará o senhor as lições? 6. A que horas há-de levantar-se ao domingo? 7. O senhor está feliz quando pensa no passeio que dará? 8. Quando está triste? 9. O que faz o senhor pela tarde? 10. O que fará amanhã pela manhã? 11. O senhor tem a sua pena ou a do seu amigo? 12. Gostaria de fazer uma viagem ao Brasil?

D. *Write in Portuguese:* 1. He would get up early in the morning, but he does not think it is worth while. 2. Do not come this way; you go to the station that way. 3. Next month we shall take a trip to Rio de Janeiro. 4. We went there last Sunday, and next Friday we shall go to Santos. 5. He said that he would read it quickly. 6. He says that he will arrive on the fifth of May; however he is probably mistaken. 7. Louis must be sick because he hasn't arrived yet. 8. Please tell me how old you are. 9. Gladly; I shall be nineteen years old on the fourth of November. 10. I was mistaken; I thought that you would be twenty years old. 11. I shall speak to him tomorrow morning. 12. I shall tell him that he took my hat and I took his. 13. I do not like to wake up early in the morning. 14. However, I shall wake up early tomorrow, because we are going to take a walk in the country. 15. It was probably about nine o'clock when the Portuguese class ended. 16. We had just finished reciting the lesson, had we not (*não é verdade*)?

### Leitura

A civilização<sup>1</sup> deve muito aos navegadores portugueses dos séculos<sup>2</sup> quinze e dezesseis. No curso<sup>3</sup> de um século descobriram quase dois terços<sup>4</sup> do mundo habitado.<sup>5</sup> Foi o infante D. Henrique, e a sua escola, quem deu o impulso<sup>6</sup> às grandes navegações dos portugueses. Em 1487 Bartolomeu Dias dobrou<sup>7</sup> pela primeira vez o Cabo da Boa Esperança,<sup>8</sup> Vasco da Gama encontrou o caminho marítimo<sup>9</sup> da Índia em 1497, em 1510-11 Afonso de Albuquerque tomou Gôa e Malacca nas Índias, e em 1500 Cabral descobriu o Brasil. Foi um português, Fernão de Magalhães,<sup>10</sup> que fez, pela primeira vez, a circunnavegação<sup>11</sup> do mundo, nos anos 1519-22. Magalhães não acabou a viagem porque foi morto (*was killed*) em 1521 nas Ilhas Filipinas pelos indígenas.<sup>12</sup> Alguns historiadores<sup>13</sup> portugueses dizem que a América foi descoberta por um português, João Vaz de Corte Real, em 1472, vinte anos antes da primeira viagem de Colombo. Um filho de Corte Real descobriu o Labrador em 1500, e outro filho fez uma viagem ao Labrador e à Terra Nova<sup>14</sup> em 1502.

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<sup>1</sup> civilization. <sup>2</sup> centuries. <sup>3</sup> course. <sup>4</sup> dois terços, two thirds. <sup>5</sup> mundo habitado, inhabited world. <sup>6</sup> impetus. <sup>7</sup> doubled. <sup>8</sup> Cabo da Boa Esperança, Cape of Good Hope. <sup>9</sup> caminho marítimo, maritime route. <sup>10</sup> Magellan. <sup>11</sup> circumnavigation. <sup>12</sup> natives. <sup>13</sup> historians. <sup>14</sup> Terra Nova, Newfoundland.

## REVIEW LESSON V

A. Give the Portuguese equivalents for the following: I know; he brought; we were going; we went; he had seen; they were coming; she said; he saw; he came; I saw; I came; we used to give; we were putting; he made.

B. Give the English equivalents for the following: abriu os olhos; não peço nunca nada a ninguém; partirei no primeiro de julho; voltaria a quinze de maio; há oito dias que cheguei; dir-lhe-ia a verdade; havemos-de escrever; escrevê-lo-ei; hei-de escrevê-lo; escreverei-o; disséramos a verdade.

C. Write in Portuguese: 1. We arrived at eight o'clock in the evening, and we were very hungry. 2. In Brazil the students do not go to school on Thursdays. 3. He will arrive on the thirteenth of March. 4. My eyes are tired and my hands are cold. 5. He said that he would explain the lessons to me. 6. He had already explained them to me one time, but I did not understand them. 7. When I am sleepy, I go to bed early in the evening. 8. After getting up in the morning, I put on my shirt and trousers. 9. I used to buy my hats in that store. 10. It was very cold and windy yesterday. 11. The water I drank was cold, and I was cold too. 12. They had been living for two years in Brazil when his father died. 13. His sister was born three years ago; she is three years old now. 14. Would you like to pass the months of January and February in this city? 15. We had washed our hands and faces before dinner. 16. I am thinking about taking a trip to Rio de Janeiro next week. 17. Last month I went to Santos; next Friday I shall go to São Paulo. 18. What time is it? 19. I do not know, but it must be (is probably) late.

To be memorized:

Trinta (30) dias tem novembro,  
Abril, junho e setembro;  
Vinte e oito só (only) tem um,  
E os demais (rest) têm trinta e um.

## LESSON XXVI

166. *Past Participles*

As a rule, if the infinitive of a verb ends in **-ar**, the past participle ends in **-ado**; if the infinitive ends in **-er** or **-ir**, the past participle ends in **-ido**.

falar: falado, *spoken*

estar: estado, *been*

aprender: aprendido, *learned*

ser: sido, *been*

partir: partido, *left*

ir: ido, *gone*

crer: crido, *believed*

167. *Irregular Past Participles*

The following verbs are among those that have irregular past participles:

abrir: aberto, *opened, open*

fazer: feito, *done, made*

cobrir (and compounds): coberto, *covered*

pôr: pôsto, *put, set*

dizer: dito, *said*

ver: visto, *seen*

escrever: escrito, *written*

vir: vindo, *come*

**Morrer**, *to die*, has a regular past participle **morrido**, *died*, and also an irregular past participle **morto**. When used adjectively with **ser** or **estar**, **morto** means *dead*; when used passively with **ser** or actively with **ter**, it means *killed*:

Meu pai está morto.

*My father is dead.*

O meu amigo é um homem morto.

*My friend is a dead man.*

Foi morto por um inimigo.

*He was killed by an enemy.*

Teria morto o seu cavalo correndo tanto.

*He probably killed his horse by running it so much.*

168. *Past Participles Used as Adjectives*

A past participle used as an adjective is inflected like an adjective.

um livro bem escrito

*a well written book*

uma carta bem escrita

*a well written letter*

169. *Past Participles with estar*

When used with **estar**, a past participle has the force of an adjective and simply denotes a resultant state, rather than the passive voice.

A carta está escrita em português.      *The letter is written in Portuguese.*  
O Sr. Paulo estava morto.      *(Mr.) Paul was dead.*

170. *Past Participles with ser*

The past participle is used with **ser** to form the tenses of the passive voice. The participle agrees in gender and number with the subject.

A carta será escrita pelo Sr. João      *The letter will be written by Mr. John*  
Gomes.      *Gomes.*  
O Sr. Paulo foi morto por um ladrão.      *(Mr.) Paul was killed by a thief.*

171. *Por and de with Passive Voice*

With passive verbs, *by* is usually expressed by **por**; but it may be expressed by **de** (instead of **por**) after some verbs that denote mental action.

A porta foi aberta pelo criado.      *The door was opened by the servant.*  
Ele é querido de todos.      *He is loved by all (beloved of all).*

For the use of the reflexive instead of the passive, see § 111, c. But the use of *to be* in English really indicates the passive voice in Portuguese when an agent is expressed, and then **ser** must be used.

## EXERCISES

- |   |   |
|---|---|
| o alfaiate [alfelati] <i>tailor</i>             | o costume [kustum] <i>custom, habit;</i>      |
| atual [atual] <i>present (adj.)</i>             | ser —, <i>to be the custom or habit</i>       |
| a bafa (bahia) [baie] <i>bay</i>                | o descobridor [diskubridor] <i>discoverer</i> |
| batizar [betizar] <i>to baptize</i>             | descobrir [diskubrir] <i>to discover</i>      |
| cobrir [kubrir] <i>to cover</i>                 | estrito, —a [istreitu, —e] <i>narrow</i>      |
| Colombo [kulombu] <i>Columbus</i>               | o fidalgo [fidalg] <i>nobleman</i>            |
| construir [kõstruir] <i>to build, construct</i> | a fundação [fundesẽu] <i>founding</i>         |

fundar [fũdar] <i>to found</i>	santo, -a [sũtu, -e] <i>saint</i>
o índio [ĩdũ] <i>Indian</i>	São Paulo [sũ paulu] <i>St. Paul</i>
o jesuíta [ʒĩzũitẽ] <i>Jesuit</i>	São Sebastião [sĩbestĩãũ] <i>St. Se-</i>
o nome [nomĩ] <i>name</i>	<i>bastian</i>
a proteção [prutĩsẽũ] <i>protection</i>	sob [sob] <i>under</i>
a república [rẽpũblĩkẽ] <i>republic</i>	o terno [ternu] <i>suit (of clothes)</i>

(o) que tem o senhor? *what is the matter with you?* tenho dor de cabeça  
*I have a headache;* tenho dor de dentes *I have a toothache;* querer  
dizer *to mean*

A. *Give the Portuguese equivalents for the following:* he is dead; he was killed; a well taught lesson; Brazil was discovered by . . .; this book is written in English; it was written by a woman; he is liked by all the students; this was done by John; he was seen by the professor.

B. *Study:* 1. A cidade do Rio de Janeiro é chamada também a cidade de São Sebastião. 2. Porquê? Porque era costume, na fundação das cidades, dar-lhes o nome do santo do dia. 3. A cidade em que nascemos foi fundada pelos jesuítas em 1554 (mil quinhentos cinquenta e quatro) no dia de São Paulo. 4. A atual capital da República dos Estados Unidos do Brasil foi fundada em janeiro de 1565 (mil quinhentos sessenta e cinco). 5. Foi fundada pelo fidalgo português Estácio de Sá, no dia de São Sebastião. 6. Como foi posta assim sob a proteção desse santo, foi batizada com o seu nome. 7. E porque é chamada também o Rio de Janeiro? 8. Porque o descobridor se enganou. 9. Creu que a baía estreita que viu era um grande rio, e por isso deu-lhe o nome do Rio de Janeiro. 10. Isso quer dizer, rio descoberto em janeiro. 11. As primeiras casas foram construídas à beira (*on the shore*) da baía.

C. *Answer the following questions:* 1. Como se chama também a cidade do Rio de Janeiro? 2. Porque é chamada isso? 3. Por quem foi fundada a cidade de São Paulo? 4. Em que mês foi fundada a atual capital do Brasil? 5. Por quem foi fundada? 6. Em que dia? 7. Porque é chamada também o Rio de Janeiro? 8. Como se enganou o descobridor? 9. O que viu o descobridor? 10. O que creu que era? 11. O que quer dizer o nome o Rio de Janeiro? 12. Onde foram construídas as primeiras casas?

D. *Write in Portuguese:* 1. We were tired when we returned home. 2. What is the matter with you? Do you have a headache? 3. No, I do not have a headache, but my tooth hurts. 4. I read that in a letter received by my father. 5. The letter was written in English and I read it.

6. You will not be liked (loved) by your professors if you do not study. 7. America was discovered by Columbus. 8. Two or three of the discoverers were killed by the Indians. 9. The lessons will be recited by the students. 10. The dead man was covered by a blanket. 11. This suit was made by the tailor; it is well made. 12. I do not like this book; it is not well written. 13. These houses are not well constructed. 14. They were constructed many years ago. 15. This means that they were the first houses constructed in this city, does it not? 16. Our dog was killed by the train.

### Leitura

Um caboclo <sup>1</sup> do sertão <sup>2</sup> pediu a um seu amigo que lhe desse <sup>3</sup> algum tabaco. O amigo tirou <sup>4</sup> da algibeira <sup>5</sup> uma mão-cheia <sup>6</sup> e deu-a ao que pediu. No dia seguinte <sup>7</sup> de manhã o caboclo foi procurar o amigo e deu-lhe uma pequena moeda <sup>8</sup> de prata, <sup>9</sup> que ele lhe dera por engano <sup>10</sup> com o tabaco.

Alguém perguntou ao caboclo porque não ficara com <sup>11</sup> o dinheiro; ele pôs a mão sobre o coração, <sup>12</sup> e disse assim:

(A seguir)

## LESSON XXVII

### 172. Ter and haver

Portuguese has two verbs meaning *to have*, **ter** and **haver**. **Ter** is generally used to express *to have* meaning *to possess*, and it is also used as an auxiliary to form perfect tenses.

Tenho um livro português.

*I have a Portuguese book.*

Tenho lido o livro.

*I have read the book.*

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<sup>1</sup> caboclo, native of the Brazilian hinterland, of copper complexion; translate by *countryman*. <sup>2</sup> sertão, the Brazilian bush country. <sup>3</sup> desse, imp. subj. of *dar*, *that he give*. <sup>4</sup> tirou, from *tirar*, *to take out*. <sup>5</sup> pocket. <sup>6</sup> hand-ful. <sup>7</sup> following. <sup>8</sup> coin. <sup>9</sup> silver. <sup>10</sup> por engano, *by mistake*. <sup>11</sup> from *ficar com*, *to keep*. <sup>12</sup> heart.

173. *Perfect Tenses*

The perfect tenses are formed by combining the auxiliary verb *ter*, *to have*, (rarely *haver*) with the past participle. When used with *ter*, the past participle is invariable in form.

174. *Perfect Tenses of falar*

## PRESENT PERFECT

*I have spoken, have been speaking, etc.*

SINGULAR	PLURAL
tenho falado	temos falado
tens falado	tendes falado
tem falado	têm falado

PLUPERFECT <sup>1</sup>

*I had spoken, had been speaking, etc.*

SINGULAR	PLURAL
tinha falado	tínhamos falado
tinhas falado	tínheis falado
tinha falado	tinham falado

## FUTURE PERFECT

*I shall have spoken, shall have been speaking, etc.*

SINGULAR	PLURAL
terei falado	teremos falado
terás falado	tereis falado
terá falado	terão falado

## CONDITIONAL PERFECT

*I should have spoken, should have been speaking, etc.*

SINGULAR	PLURAL
teria falado	teríamos falado
terias falado	teríeis falado
teria falado	teriam falado

The perfect tenses of all verbs are formed like those of *falar*.

175. *Use of Pluperfect and Present Perfect*

- a) *I had (you had, etc.) spoken* is expressed in Portuguese by *tinha (tinhas, etc.) falado* or, less often, by *falara*.

Ele não tinha vindo.  
Eu não o fizera.

*He had not come.*  
*I had not done it.*

- b) On the other hand, the present perfect is not used so much in Portuguese as in English, the preterite being preferred. The

<sup>1</sup> Or past perfect.



present perfect is not the exact equivalent of the English tense of the same name, but has some aspects of a progressive tense.

Já foi alguma vez ao Rio? *Have you ever (or already) been to Rio?*

Esta semana tenho visto minha mãe todos os dias. *This week I have seen my mother every day.*

### 176. Position of Pronoun Objects in Compound Tenses

- a) The normal position for the pronoun object is between the auxiliary verb and the past participle. But it is important to note, particularly for Brazilian usage, that the pronoun object may precede the auxiliary when there is a pronoun subject, a negative, an interrogative, or an adverb of time beginning the sentence. In no case should the pronoun object be placed after the past participle.

Tenho-o preferido sempre.	<i>I have always preferred it.</i>
Eu lho tenho dito.	<i>I have told him so.</i>
Quem lhe tem dito isso?	<i>Who has told him this?</i>
Nunca me tinham escrito.	<i>They had never written me.</i>

Note in the first example that when the pronoun object follows the auxiliary it is joined to it by a hyphen.

- b) In Portuguese it is usually best not to place the subject or an adverb between the auxiliary and the past participle of a perfect tense.

Ele tem falado ao senhor?	<i>Has he spoken to you?</i>
Tenho-o preferido sempre.	<i>I have always preferred it.</i>

### EXERCISES

- |   |   |
|---|---|
| a árvore [arvuri] <i>tree</i>               | de modo que [dĩ modu ki] <i>so that,</i>  |
| o bago [bagu] <i>grain, bean (of tree)</i>  | <i>so as</i>                              |
| a bebida [bibidʷ] <i>drink, beverage</i>    | depois que [dĩpois ki] <i>after (with</i> |
| a cabra [kabɾ] <i>goat</i>                  | <i>finite verbs)</i>                      |
| o cafeiro [kʷefeĩru] <i>coffee tree</i>     | encontrar-se com <i>to meet (some-</i>    |
| certo, -a [sertu, -ɐ] <i>a certain (be-</i> | <i>one)</i>                               |
| fore noun)                                  | Europeu [ĩurupeũ] <i>European</i>         |
| a chegada [ĩgadɐ] <i>arrival</i>            | ficar [fikar] <i>to stay, remain, be</i>  |
| dar-se [dar-sĩ] <i>to thrive, get along</i> | <i>(describing condition or state)</i>    |

a fólha [fo.lɐ] <i>leaf</i>	a planta [plẽntɐ] <i>plant</i>
geral [gĩral] <i>general</i>	plantar [plẽtar] <i>to plant</i>
gostoso [gustozu], gostosa, gostos- sos, gostosas [gustozɐ, gustozus, gustozɐs] <i>appetizing, pleasing</i>	pouco a pouco, <i>little by little,</i> <i>gradually</i>
a história [istɔriɐ] <i>story, history</i>	primeiramente [primeĩramẽntĩ] <i>first, at first (adv.)</i>
notar [nutar] <i>to note, observe</i>	tornar-se [turnar-sĩ] <i>to become,</i> <i>be made</i>
originário, -a [urizinarĩu, -ɐ] <i>na- tive, indigenous</i>	usar de [uzar dĩ] <i>to use, make</i> <i>use of</i>
a parte [partĩ] <i>part; a maior —, the larger or largest part; most</i>	o uso [uzu] <i>use; de —, in use</i>
o pastor [pɛstor] <i>shepherd, herds- man</i>	vivo, -a [vivu, -ɐ] <i>lively</i>

A. Give the Portuguese equivalents for the following: I shall have done it; John had not written this; I should have opened the door; he had not returned; we have studied; they shall have written; you had not seen it; they would have written to me; shall you have come? I had not known it.

B. Study: 1. Meu pai tinha chegado à casa antes de mim. 2. Teria chegado mais cedo, mas encontrei-me com um amigo. 3. Tinha falado um pouco com êle quando começou a chover. 4. O meu amigo me disse que viria ver-me às dez horas. 5. Eu respondi: Mas eu não terei chegado às dez; faça favor de vir mais tarde.

6. Quando hoje de manhã ao almôço tomaram café, pensaram donde vinha aquela bebida gostosa? 7. A maior parte do café vem das fazendas brasileiras. 8. Mas donde veio êle primeiro antes de ser plantado naquelas fazendas? 9. O café se faz dos bagos de uma árvore chamada cafeeiro. 10. Esta árvore dá-se bem em países quentes, como o Brasil. 11. É originário da África, mas foi na Arábia onde os Europeus primeiramente o encontraram. 12. Há uma história muito velha de um pastor que, diz-se, foi o primeiro que usou desta bebida. 13. Êle notou que depois que as cabras tinham comido as fólhas de certa árvore — o cafeeiro — elas ficavam mais vivas. 14. De modo que êle tomou fólhas e bagos da árvore, e com água quente preparou uma bebida. 15. Achou-a muito gostosa e falou sôbre isto aos seus amigos. 16. Foi assim que pouco a pouco a bebida tornou-se depois de algum tempo de uso geral.

C. Answer the following questions: 1. O senhor bebe café ao almôço? 2. Sabe donde vem o café? 3. O senhor acha que o café é gostoso? 4. Onde dá-se bem o café? 5. De que se faz o café? 6. Como se chama a

árvore? 7. O café é originário de que país? 8. Em que país o encontraram primeiramente os Europeus? 9. Quem descobriu o uso de café? 10. Que coisa notou o pastor? 11. Que fez êle então? 12. O café tornou-se depressa de uso geral?

D. *Write in Portuguese:* 1. We should have arrived earlier, but the train did not come. 2. He says that he will have studied the lessons before nine o'clock. 3. The students had written all the exercises. 4. But I have not written them. 5. Had the Indians seen white men before the arrival of the discoverers? 6. Did they kill some of them? 7. Would you have killed them? 8. We had read this book but we did not like it. 9. I thought that you would have liked it. 10. We have never lived in Brazil. 11. But my uncle has been living there for two years. 12. My aunt was living there when she died.

## Leitura

« No meu coração há dois homens, um bom e o outro mau; o bom disse que o dinheiro não me pertencia<sup>1</sup> e que por isso<sup>2</sup> devia dá-lo ao dono.<sup>3</sup> O homem mau disse que mo tinham dado e que por isso ficasse com<sup>4</sup> êle. E os dois homens continuavam a falar-se um ao outro no meu coração.

« Por fim<sup>5</sup> para poder descansar,<sup>6</sup> deitei-me; mas o bom homem e o mau homem disputaram<sup>7</sup> tôda a noite. De modo que para poder descansar tive que levar a moeda ao dono. »

## LESSON XXVIII

### 177. *Some Meanings of haver*

**Haver, to have,** is a most useful verb as it is used in many common idiomatic constructions, some of which we give as follows:

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<sup>1</sup> pertencia, from *pertencer*, to *belong*.    <sup>2</sup> por isso, *therefore*.    <sup>3</sup> owner.  
<sup>4</sup> ficasse com, *that I should keep*.    <sup>5</sup> Por fim, *Finally*.    <sup>6</sup> to rest.    <sup>7</sup> argued.

- a) **Haver de**, with a personal subject and followed by the infinitive, means intent or purpose to do something.

Hei de comprá-lo. *I shall (or am to) buy it.*

With the reflexive in this construction, we get the passive meaning that something is to be done or must be done.

Há de fazer-se isto. *This is to be (must be) done.*

The same construction may express probability.

Ele há de ter fome. *He must be hungry.*

- b) Used alone, and impersonally, **haver** means *there is, there are, there was, etc.* (see § 180).

Quanto(s) há? *How much is (many are) there?*  
 Não havia muitos. *There were not many.*

The noun or pronoun used with impersonal **haver** is the object of the verb.

Há boas lojas nesta povoação? *Are there (some) good shops in this town?*  
 Sim, senhor; há-as muito boas. *Yes, sir; there are (some) very good ones.*

- c) With an expression of time **há** means *ago*.

há poucos dias *a few days ago*

When followed by **que** in this construction it forms the idiomatic present or imperfect (see § 155).

Há duas horas que estou aqui. *I have been here for two hours.*  
 Havia dois anos que vivíamos no Brasil. *We had been living for two years in Brazil.*

- d) **Há que**, used impersonally and followed by the infinitive means what one has to do; the *one* may be translated in English by *we, you, they, etc.*, as long as it refers to no definite person or persons.

Há que estudar muito. *One has to study much (or you, we, they have to study much).*

**Há . . . para**, used impersonally and followed by the infinitive means something to do, or to be done.

Há muito para estudar. *There is much to study.*

The *há que* construction stresses the action of the verb; the *há . . . para* construction stresses the thing to be done.

### 178. Present Indicative and Preterite of *haver*

*haver, to have*

#### PRESENT INDICATIVE

*I have, etc.*

##### SINGULAR

##### PLURAL

hei [eĩ]	havemos [ɛvemus]
hás [as]	haveis [ɛveis]
há [a]	hão [ẽũ]

#### PRETERITE

*I had, etc.*

##### SINGULAR

##### PLURAL

houve [ovĩ]	houvemos [ovemus]
houveste [ovestĩ]	houvestes [ovestis]
houve [ovĩ]	houveram [overẽũ]

### 179. Imperfect, Future, and Conditional of *haver* and *saber*

The imperfect, future, and conditional indicative of *haver* and *saber* are regular.

*havia, -ias, etc.*

*haverei, -ás, etc.*

*haveria, -ias, etc.*

*sabia, -ias, etc.*

*saberei, -ás, etc.*

*saberia, -ias, etc.*

### 180. Impersonal *haver*, *there is, there are, etc.*

*há [a], there is (are)*

*havia [ɛvia], there was (were)*

*houve [ovĩ], there was (were)*

*haverá [ɛvíra], there will be*

*haveria [ɛvíria], there would be*

*tem havido [tẽĩ ɛvidu], there has (have) been, etc.*

### 181. Meaning of *saber* and *conhecer*

a) *Saber* means *to know, know how, can (= know how)*.

O senhor sabe a lição?

V. Ex<sup>a</sup>. sabe nadar?

*Do you know the lesson?*

*Do you know how to (Can you) swim?*

b) *Conhecer* means *to know (= be acquainted with), meet (= become acquainted with)*.

Conhece V. Ex<sup>a</sup>. o senhor Martins?

*Do you know Mr. Martins?*

## EXERCISES

apresentar [əprizēntar] to intro- duce	outro, -a [otru, -ə] other, another
cego, -a [segu, -ə] blind	a pessoa [písow] person
a conversação [kôvɛrsasẽu] con- versation; pl. conversações	a senhora [sĩnorə] <sup>1</sup> wife
o gosto [gostu] taste; pleasure	talvez [talvez] perhaps
muitas vezes often, many times	ter prazer (gôsto) em (fazer) to take pleasure in (doing), be glad to (do)

A. Give the Portuguese equivalents for the following: she must be tired; there will not be many; he has been here for fifteen minutes; lesson seven is to be prepared; ten days ago; I am to meet her here; there is nothing to see; one has to eat.

B. Study: 1. Sem os olhos os homens seriam cegos. 2. Há muitas coisas bonitas para ver na cidade de São Paulo. 3. Havia dos meses que estava doente, quando morreu. 4. Estes exercícios não de escrever-se correctamente. 5. Cria eu que haveria mais livros para ler. 6. Hei de estudar muito na semana que vem. 7. Disse que havia de estudar muito na semana que vem. 8. Há que trabalhar para viver. 9. Não sabemos ainda falar português, mas havemos de aprender.

10. Dois homens encontram-se na rua e têm a conversação seguinte: 11. LUIZ: Se não me engano, você é o João? 12. JOÃO: Sim, sou eu; e como está o meu amigo Luiz? 13. LUIZ: Estou bom, obrigado; e quanto tempo ficará você aqui? 14. JOÃO: Não sei ainda, dois ou três dias talvez. 15. LUIZ: Então, há de ficar na minha casa, não é? 16. JOÃO: Com muito prazer; mas a sua senhora, que dirá ela? 17. LUIZ: Terá muito gosto em o conhecer. Agora vamos à minha casa. Quero apresentá-lo à minha senhora. 18. Isabel, tenho o prazer de lhe apresentar o meu amigo, senhor João da Costa. 19. ISABEL: Tenho muito prazer em o conhecer, senhor. 20. O Luiz tem-me falado muitas vezes do senhor.

C. Answer the following questions: 1. Os homens poderiam ver sem os olhos? 2. Onde há muitas coisas bonitas para ver? 3. Porque há de trabalhar? 4. O senhor sabe tocar piano? 5. Que disse Luiz a João quando se encontrou com êle na rua? 6. Quanto tempo há João de ficar? 7. Na casa de quem ficará? 8. Que diz o senhor quando quer apresentar uma pessoa a outra? 9. Que diz a pessoa apresentada?

<sup>1</sup> Polite usage for *mulher*, *espôsa*. <sup>2</sup> The definite article is often used with a proper name in friendly conversation.

10. Como se chama a senhora de Luiz? 11. Quem lhe tem falado muitas vezes do João? 12. Porque disse Luiz « minha senhora » em vez de « minha mulher » ou « minha espôsa »?

D. *Write in Portuguese:* 1. You have (one has) to study in order to learn. 2. We have many lessons to study. 3. There are many lessons to study. 4. There were not many students in the class yesterday. 5. There will be more tomorrow perhaps. 6. She has been studying for three hours; she must be hungry. 7. Do you know Mr. da Costa? 8. Yes, I met him in São Paulo last year. 9. I had also known his father before he died. 10. Without our schools we should know nothing. 11. He said that he would be very glad to know him. 12. He replied that his brother had spoken to him many times about you. 13. Many years ago there were no public schools in this country. 14. So (that) the children were taught at home by their parents. 15. I should not like that. 16. I take a great deal of pleasure in going to school.

## Leitura

Já temos aprendido que foi Cabral quem descobriu o Brasil em 1500. Nêsse tempo o Brasil teve vários nomes: Terra de Vera Cruz,<sup>1</sup> Terra de Santa Cruz,<sup>2</sup> Terra dos Papagaios,<sup>3</sup> e por fim, Terra do Brasil. O brasil e o nome de um pau<sup>4</sup> vermelho que se acha aí — o país tomou o seu nome dêste pau.

Em 1503 um cosmógrafo italiano, Amerigo Vespucci (em latim<sup>5</sup> Americus Vespucius) fazia parte<sup>6</sup> de uma frota<sup>7</sup> portuguesa que explorava<sup>8</sup> as costas do Brasil. Êle escreveu umas cartas em que descreveu<sup>9</sup> o país; os cosmógrafos alemães leram as cartas e deram o nome de *América* ao continente meridional.<sup>10</sup> Mais tarde, êste nome estendeu-se<sup>11</sup> a todo o Novo Mundo. Em uma carta de 1504, Vespucius escreveu das proximidades<sup>12</sup> do Rio de Janeiro: « Se há um paraíso terrestre,<sup>13</sup> não está de certo<sup>14</sup> situado longe de aqui. »

<sup>1</sup> Vera Cruz, *True Cross*. <sup>2</sup> Santa Cruz, *Holy Cross*. <sup>3</sup> parrots. <sup>4</sup> wood. <sup>5</sup> Latin. <sup>6</sup> fazia parte, *was a member*. <sup>7</sup> fleet. <sup>8</sup> explorava, *from explorar, to explore*. <sup>9</sup> descreveu, *from descrever, to describe*. <sup>10</sup> southern. <sup>11</sup> estendeu-se, *from estender-se, to be extended*. <sup>12</sup> neighborhood. <sup>13</sup> paraíso terrestre, *earthly paradise*. <sup>14</sup> de certo, *certainly*.

## LESSON XXIX

182. *Present Participles*

Regular verbs:

falar: falando, *speaking*  
aprender: aprendendo, *learning*  
partir: partindo, *leaving*

The present participle (or gerund) of the irregular verb *pôr* is *pondo*, and all its compounds have the same ending. The present participle of all other Portuguese verbs is regular.

183. *Agreement*

The present participle is invariable in form.

Vi um menino lendo um livro.	<i>I saw a boy reading a book.</i>
Vi uma menina lendo um livro.	<i>I saw a girl reading a book.</i>

184. *Progressive Forms of Verbs*

The English progressive forms *to be* plus present participle (*I am reading*, etc.) may be rendered in several ways in Portuguese. It should be carefully noted, however, that these forms are not nearly so frequently used in Portuguese as in English; the student should avoid the temptation to use them every time he is translating the English progressive. In most cases the simple tense is to be preferred. The Portuguese use the progressive form when they wish to emphasize frequency, duration, or repetition of an action, or to denote change of condition.

- a) **Estar** (generally in the present or imperfect) plus the present participle, or **estar** a plus the infinitive.

Estou estudando.	} <i>I am studying.</i> (I am in the act of studying.)
Estou a estudar.	
Estava estudando.	} <i>I was studying.</i>
Estava a estudar.	



- b) **Ficar** in the same two constructions expresses a more lasting action or state; the preterite is of frequent use here, with the implication often of *kept on doing*.

Fica sabendo que a coisa está feita.  
Ficou ainda a estudar.

*He knows the thing is done.*  
*He continued (kept on) studying.*

- c) **Ir** with the present participle denotes motion or change in condition.

Vai correndo.  
O menino ia crescendo.  
Foi-se (ir) tornando pálida.

*He is running.*  
*The child was growing.*  
*She was turning pale.*

### EXERCISES

adeus [ʔdeʊs] *good-by, farewell*  
o amiguinho [ʔmigiɲu], —a *little friend*  
até [ʔtɛ] *till, to*  
brincar [briɲkar] *to play*  
correr [kurrer] *to run*  
crescer [kriʃer] *to grow*  
despedir-se (de) [diʃpidir-sɨ] *to take leave (of), say good-by (to)*  
o dinheiro [dineiru] *money*  
durante [durɛntɨ] *during*

ir-se [ir-sɨ]<sup>1</sup> *to go away*  
logo [logu] *at once, directly, then, soon; — que as soon as; até —, good-by (for a short time), "so long"*  
o momento [mumɛntu] *moment; neste —, at that moment, right then*  
outra vez *again*  
para casa (to) *home*

A. Give the Portuguese equivalents for the following: he is writing; we were talking; I kept on reading; I was growing; we were running; were they talking?

B. Study: 1. Quando me encontro com um amigo na rua, digo-lhe: 2. Como está, João? Tenho grande prazer em o ver. 3. Ele me diz como está, e ficamos a falar um pouco. 4. Então êle diz: — Tenho que ir-me, até logo. 5. Eu respondo: — Adeus; e despedindo-me assim dêle volto para casa. 6. Entrando na casa, vejo meu pai escrevendo uma carta. 7. Neste momento minha irmã Isabel entra na sala comendo alguma coisa, não sei que. 8. Como essa menina vai crescendo como uma árvore, fica sempre a ter fome. 9. Por isso, está sempre comendo. 10. Logo que meu pai tinha escrito a carta, tomou o jornal e começou

<sup>1</sup> Often used with *embora*.

a lê-lo. 11. Estará lendo-o durante duas horas sem dizer uma palavra a ninguém. 12. Durante este tempo Isabel estará brincando com as suas amiguinhas. 13. A criada estará a preparar a comida na cozinha. 14. Nossa mãe não estando em casa, jantaremos sem ela. 15. Depois de jantar, Isabel vai correndo à casa das suas amiguinhas para brincar outra vez com elas.

C. *Answer the following questions:* 1. Que diz o senhor quando se encontra com um amigo na rua? 2. O que diz despedindo-se dele? 3. A quem viu o senhor quando entrou na casa? 4. Que fazia o pai? 5. Que estava Isabel a fazer? 6. Porque Isabel está sempre com fome? 7. Depois de escrever a carta, que fez o pai? 8. Quanto tempo estará a lê-lo? 9. O que fará Isabel durante este tempo? 10. A criada? 11. Porque jantarão sem a mãe? 12. Depois de jantar o que faz Isabel? 13. O que quer dizer a palavra « amiguinho »?

D. *Write in Portuguese:* 1. In the station a man was running to take the train. 2. The station was full of men and women buying tickets. 3. Two or three men were reading newspapers; many were doing nothing. 4. Right then a train arrived, and some men went running to take it. 5. One boy kept looking at the clock to see what time it was. 6. As it was very hot, I was turning pale. 7. The professor saw one student talking to another. 8. Isabel is very happy now because she is playing with her little friends. 9. When children are growing, they are always hungry. 10. That woman is always talking about the book she is writing. 11. She has never written it but she keeps on talking about it. 12. Putting his hat on the table, he sat down and began to write. 13. He was writing to his friend, telling him that he was taking a trip to Brazil. 14. His friend would like to travel too, but without money he cannot.

## Leitura

Durante quase três séculos o Brasil foi uma colónia <sup>1</sup> de Portugal. Em 1808, Napoleão invadiu <sup>2</sup> Portugal, e o Príncipe-Regente, <sup>3</sup> D. João, para evitar <sup>4</sup> ser aprisionado <sup>5</sup> pelos franceses, partiu de Lisboa para a sua grande colónia. O Regente estabeleceu <sup>6</sup> a sua corte no Rio de Janeiro. Em 1816 morreu a rainha <sup>7</sup> D. Maria I,

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<sup>1</sup> colony. <sup>2</sup> invadiu, from invadir, to invade. <sup>3</sup> Prince Regent. <sup>4</sup> to avoid. <sup>5</sup> taken prisoner. <sup>6</sup> estabeleceu, from estabelecer, to establish. <sup>7</sup> queen.

e o Regente veio ao trono <sup>1</sup> de Portugal com o nome de D. João VI, mas não partiu do Brasil. Em 1821, D. João foi chamado a Lisboa; antes de partir, fêz o Brasil um *reino* <sup>2</sup> em vez de uma colônia, como tinha sido. Deixou <sup>3</sup> seu filho Pedro como regente do novo reino.

(A seguir)

## LESSON XXX

### 185. Imperative Mood

#### I. falar:

SINGULAR	PLURAL	
fala (tu) [falɐ]	falai (vós) [falɐi]	(you) speak

#### II. aprender:

aprende (tu) [ɐprẽdɨ]	aprendei (vós) [ɐprẽdɐi]	(you) learn
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#### III. partir:

parte (tu) [partɨ]	parti (vós) [partɨ]	(you) leave
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These forms of the imperative are used only in the affirmative. In negative commands the subjunctive is used. Furthermore, these forms are used only with *tu* and *vós*, and therefore are rarely met with. The ordinary forms of the imperative are given below.

### 186. Subjunctive Mood. Present Tense

#### I. falar

SINGULAR	PLURAL
fale [falɨ]	falemos [fɐlemus]
fales [falɨs]	faleis [fɐleis]
fale [falɨ]	falem [falɐi]

<sup>1</sup> throne.    <sup>2</sup> kingdom.    <sup>3</sup> deixou, from *deixar*, to leave.

## II. aprender

## SINGULAR

aprenda [əprẽdɐ]  
 aprendas [əprẽdɐs]  
 aprenda [əprẽdɐ]

## PLURAL

aprendamos [əprẽdɐmus]  
 aprendais [əprẽdɐis]  
 aprendam [əprẽdɐũ]

## III. partir

## SINGULAR

parta [partɐ]  
 partas [partɐs]  
 parta [partɐ]

## PLURAL

partamos [partɐmus]  
 partais [partɐis]  
 partam [partɐũ]

187. *Use of Subjunctive to Express Imperative*

The subjunctive, in addition to its other uses, is the ordinary way of expressing the imperative.

## SINGULAR

fale o senhor (você, V. Ex<sup>a</sup>) *speak* (2d pers. sing.)  
 (que) ele fale }  
 (que) fale ele } *let him speak*

## PLURAL

falemos *let us speak*  
 falem os senhores (vocês, V. Ex<sup>as</sup>.) *speak* (2d pers. pl.)  
 (que) eles falem }  
 (que) falem eles } *let them speak*

The negative forms are the same, except that then the pronoun subject always follows the verb.

(que) não fale ele *let him not speak*  
 (que) não falem eles *let them not speak*

In the third person, the *que* may be omitted. Without *que* the command is more direct.

All regular verbs of the first conjugation are thus inflected. Regular verbs of the second and third conjugations use similarly the forms of *aprender* and *partir* given above.

188. *Subjunctive in Direct Commands*

The Portuguese present subjunctive used in direct commands is generally to be expressed in English by *let* and the infinitive, if the subject is not in the second person. See §187.

1. But if *let* means *allow* or *permit*, it is to be translated by **deixar** or **permitir**:

Deixe-me entrar.

*Let me come in.*

Permita o senhor que João fale. *Let John speak. (Permit John to speak.)*

2. In the first person plural one may say **estudemos** or **vamos estudar**, *let us study*.

### 189. Position of Personal Pronoun Objects in Commands

For the position of the personal pronoun objects of a verb used to express a command or wish, see § 123.

But, if the verb is introduced by **que**, a personal pronoun object precedes the verb: **que o traga ela já**, *let her bring it at once*.

### 190. Some Idioms with **dar**, to give

**dar**, to strike (of a clock)

Dão três horas. *It is striking three. (Three o'clock is striking.)*

**dar com**, to meet with, run into

Dei com o meu amigo na rua. *I ran into my friend in the street.*

**dar para**, to face

Esta janela dá para a avenida. *This window faces the avenue.*

**dar-se**, to be produced, grow

O café dá-se bem no Brasil. *Coffee grows well in Brazil.*

**dar um passeio**, to take a walk or ride

Vamos dar um passeio pela cidade. *Let's take a walk (or ride) through the city.*

## EXERCISES

arranjar [ʔrɐ̃ʒaɐ̃] to put in order,  
get ready

o avião, -ões [ʔviũ, -õis] airplane

a bagagem [bagaʒẽ] baggage

deixar [deʃaɐ̃] to let

levar [liʋaɐ̃] to take (time)

a linha [liɲɐ] line

ora [oɾɐ] now <sup>1</sup>

permitir [pɛɾmitiɾ] to permit, allow

o vapor [vɐpɔɾ] ship, steamship

voar [vɔaɾ] to fly

bilhete de ida e volta [biʎetĩ dĩ idɐ ɪ vɔltɐ] round-trip ticket; de avião, de vapor, etc. *by plane, by boat, etc.*

<sup>1</sup> In connective use, not to be used for *agora* in absolute time use.

A. Give the Portuguese equivalents for the following (second person commands are to be rendered by the ordinary forms, *o senhor*, etc.): do not write it; speak, Miss; read (*pl.*) it; let John study (*permission*); let John finish (*command*); let us return to the house (*2 ways*); let me see; do not let him come in (*command*); let her go away (*permission*); learn (*pl.*) these words.

B. Study: 1. João e Luiz estão pensando em fazer uma viagem ao Brasil. 2. Não sabem ainda como hão-de ir ali. 3. João diz: — Tomemos um vapor; gosto muito de viajar num vapor. 4. Luiz respondeu que a viagem num vapor levaria onze ou doze dias. 5. Pensa que seria melhor (*better*) tomar um avião. 6. Ele se explica assim: — Você sabe que a linha Pan-Americana tem bons aviões grandes que saem de Miami. 7. De avião a viagem não leva mais de (*than*) quatro dias. 8. João lhe diz que a viagem de avião custaria muito. 9. É verdade — diz Luiz; — você tem razão; não falemos mais, mas compre você já os bilhetes. 10. Hei-de comprar bilhetes de ida e volta e de qual classe? 11. Compre bilhetes de segunda classe, mas não de ida e volta. 12. Não valeria a pena comprar bilhetes de ida e volta, porque não sabemos ainda quanto tempo havemos-de ficar no Brasil nem quando havemos-de voltar. 13. Então João diz: — Eu vou comprar os bilhetes; que você arranje a nossa bagagem, e que a criada lave três ou quatro das minhas camisas. 14. Ora, deixe-me ir. 15. E saindo da casa, vai correndo para comprar os bilhetes.

C. Answer the following questions: 1. Em que pensam João e Luiz? 2. O que quer tomar o João? 3. Quem gosta muito de viajar? 4. Quanto tempo levaria a viagem num vapor? 5. O que pensa o Luiz que seria melhor? 6. Que linha tem aviões que voam entre (*between*) os Estados Unidos e o Brasil? 7. Quanto tempo leva a viagem de avião? 8. Quem vai comprar os bilhetes? 9. Há-de comprar bilhetes de qual classe? 10. Porque o João não quer comprar bilhetes de ida e volta? 11. O que tem o Luiz que fazer? 12. O que diz que a criada faça (*do*)?

D. Write in Portuguese: 1. I do not understand Portuguese well; do not speak fast. 2. I want that room on the second floor that faces the garden. 3. What time is it? It is striking five o'clock. 4. Nine o'clock has just struck. 5. I saw many men in the train reading newspapers. 6. My professor ran into me this morning while I was writing the exercises. 7. Coffee grows in Brazil, but it does not grow in the United States. 8. I was taking a walk on the avenue this morning when I met my friend John. 9. Write three exercises and read two lessons. 10. Leave now, Miss Isabel, and come back tomorrow. 11. Let us try to speak

the truth. 12. It is very difficult but it can be done. 13. Why certainly, it must be done. 14. Do not take the airplane; take the steamship. 15. Let John buy the tickets; let him buy second-class return tickets. 16. Let him spend (pass) the night here because it is raining. 17. Do not permit him to go out because it is very cold.

## Leitura

As côrtes <sup>1</sup> em Lisboa mandaram, <sup>2</sup> em 1821, que D. Pedro voltasse <sup>3</sup> a Portugal, mas êste não obedeceu <sup>4</sup> e disse que ficava. No dia 7 de setembro de 1822, no Ypiranga, Estado de São Paulo, o Príncipe-Regente D. Pedro declarou a independência do Brasil nas palavras imortais <sup>5</sup> « Independência ou morte ». <sup>6</sup> Estas palavras são chamadas hoje: « O grito <sup>7</sup> do Ypiranga ». A 12 de outubro seguinte D. Pedro foi proclamado <sup>8</sup> Pedro I, Imperador <sup>9</sup> do Brasil. Um grande homem que fêz muito para a independência brasileira foi José Bonifácio de Andrada e Silva, conhecido como « o patriarca <sup>10</sup> da independência ». Os Estados Unidos da América do Norte reconheceram, <sup>11</sup> em 1824, a independência do Brasil; eram a primeira nação <sup>12</sup> a reconhecê-la. Foi reconhecida por Portugal em 1825.

(A seguir)

## REVIEW LESSON VI

A. Give the Portuguese equivalents for the following: the written word; who has told him so (it)? he must be tired; saying nothing, he . . .; do not believe it; he was killed; had she spoken to you? there is much to do; we were studying; let's get up; we saw the men working; we shall go now.

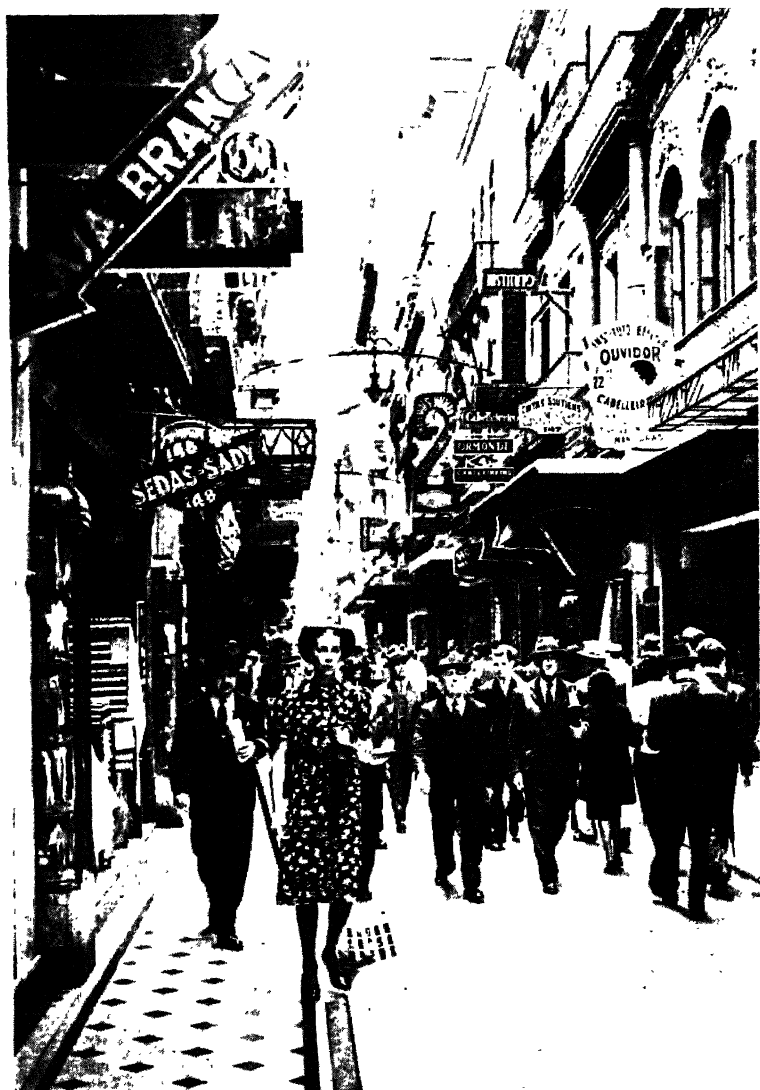
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<sup>1</sup> *parliament*. <sup>2</sup> *mandaram*, from *mandar*, to order. <sup>3</sup> *voltasse*, imp. subj. of *voltar*, should return. <sup>4</sup> *obedeceu*, from *obedecer*, to obey. <sup>5</sup> *immortal*. <sup>6</sup> *death*. <sup>7</sup> *cry*. <sup>8</sup> *proclaimed*. <sup>9</sup> *Emperor*. <sup>10</sup> *patriarch*. <sup>11</sup> *reconheceram*, from *reconhecer*, to recognize. <sup>12</sup> *nation*.



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UMA RUA ANIMADA DO RIO DE JANEIRO

B. *Give the English for the following:* ficou falando; estão a dar as cinco; é querida de seus filhos; houve um homem morto na rua; ia dizendo-me; ela deu comigo na rua; que escrevam os alunos os exercícios; teríamos escrito; há que estudar para aprender; três meses há.

C. *Write in Portuguese:* 1. The country was discovered by a Portuguese nobleman. 2. My mother has a headache and her tooth hurts too. 3. What is the matter with you? Why don't you get up? 4. You were called by the maid an hour ago. 5. Taking his friend with him, he went to take a walk. 6. Are there many narrow streets in this city? 7. Yes, sir, there are many. 8. What is there to write in this lesson? 9. I was introduced to the professor by my brother. 10. The professor is loved by all the students. 11. So long, I shall see you tomorrow morning. 12. As soon as he had entered the house, he sat down. 13. Where is Anna? She is probably playing with her little friends. 14. Do not speak of it; let's think about something else (*outra coisa*). 15. I do not like this room; it faces the street. 16. Coffee was first used in Arabia. 17. A shepherd saw his goats eating the leaves. 18. We have been studying this lesson for two hours, but still (yet) we do not know it. 19. Do you know this man? Yes, I met him two years ago. 20. This lesson must be studied well. 21. We were going home when it began to rain.

## LESSON XXXI

191. *Present Subjunctive*sentir, *to feel*

## SINGULAR

## PLURAL

sinta [sintɐ]

sintamos [sintamus]

sintas [sintəs]

sintais [sintaɪs]

sinta [sintɐ]

sintam [sintɐũ]

dormir, *to sleep*

## SINGULAR

## PLURAL

durma [durmɐ]

durmamos [durmamus]

durmas [durməs]

durmais [durmaɪs]

durma [durmɐ]

durmam [durmɐũ]

fazer, to do, make		pedir, to ask	
SINGULAR	PLURAL	SINGULAR	PLURAL
faça [fʌʃɐ]	façamos [fʌʃɐmus]	peça [pɛʃɐ]	peçamos [pɛʃɐmus]
faças [fʌʃɐs]	façais [fʌʃɐis]	peças [pɛʃɐs]	peçais [pɛʃɐis]
faça [fʌʃɐ]	façam [fʌʃɐũ]	peça [pɛʃɐ]	peçam [pɛʃɐũ]

## pôr, to put

SINGULAR	PLURAL
ponha [pɔɲɐ]	ponhamos [pɔɲɐmus]
ponhas [pɔɲɐs]	ponhais [pɔɲɐis]
ponha [pɔɲɐ]	ponham [pɔɲɐũ]

## querer, to wish

SINGULAR	PLURAL
queira [keĩɐ]	queiramos [keĩɐmus]
queiras [keĩɐs]	queirais [keĩɐis]
queira [keĩɐ]	queiram [keĩɐũ]

## proibir, to forbid

SINGULAR	PLURAL
proíba [pɾuĩbɐ]	proibamos [pɾuĩbɐmus]
proibas [pɾuĩbɐs]	proibais [pɾuĩbɐis]
proíba [pɾuĩbɐ]	proibam [pɾuĩbɐũ]

192. Subjunctive in Substantive Clauses <sup>1</sup>

The present subjunctive may be used to express a direct command or wish (§ 122 and Lesson XXX). It is also used to express an indirect command or wish, after *mandar*, *ordenar*, to command, order; *pedir*, to ask; *querer*, to wish; *preferir*, to prefer; *aconselhar*, to advise; *deixar*, to let, allow; *proibir*, to forbid, and the like.

Ele manda que eu feche a porta.	<i>He orders me to close (that I close) the door.</i>
Quero que tu sejas feliz.	<i>I wish you to be (that you may or shall be) happy.</i>
Preferimos que ele a escreva.	<i>We prefer that he write (that he should write) it.</i>
Proíbo que entres naquela casa.	<i>I forbid your entering (that you should enter) that house.</i>

<sup>1</sup> A clause that is the subject or the object of a verb is called a substantive clause.

Note that in these sentences the Portuguese subjunctive is expressed in English by (1) the simple subjunctive (as in *that he write*); (2) *shall, should, or may* and the infinitive; (3) the infinitive alone; (4) the present participle (or gerund).

Dizer, escrever, and the like, may be used as verbs of command:

Escreve-me para que volte em seguida. *He writes me to return immediately.*

### 193. Infinitive in Place of Subjunctive

If the principal and the subordinate verbs of a sentence have the same subject, the infinitive is used in Portuguese instead of the subjunctive.

Quero ser feliz.

*I wish to be happy.*

Preferimos escrevê-la.

*We prefer to write it.*

The infinitive is often used in English even when the principal and the subordinate verbs have different subjects (see § 192). In Portuguese the infinitive may be thus used only after a few verbs such as *mandar, deixar*, and the like, chiefly when the subject of a subordinate verb is a personal pronoun:

Mandou-me vir.

*He ordered me to come.*

Não o deixámos entrar.

*We did not let him come in.*

## EXERCISES

o chauffeur *or* chofer (accent on last syllable) *chauffeur*

a chave [ʃavi] *key*

o cinema [sinemɐ] *moving pictures, "movies"*

divertir-se [divɛrtir-si] *to amuse oneself, have a good time*

o elevador [ilivador] *elevator*

fumar [fumar] *to smoke*

o hotel [otel] *hotel; pl. hotéis [oteis]*

a livraria [livrɛrie] *bookstore*

mandar [mɛndar] *to order, command; send*

mostrar [mustrar] *to show*

a obra [obre] *work (of art, literature, music)*

proibir [pruibir] *to forbid*

sentir [sɛntir] *to feel; regret, be sorry*

só(mente) [somɛnti] *only*

subir [subir] *to go up; bring up*

o taxi [taksi] *taxi*

terceiro, -a [tirseiru, -e] *third*

para onde? *where to?* queira sentar-se <sup>1</sup> *please sit down*

<sup>1</sup> Querer in the present subjunctive may be used to express *please*.

A. Give the Portuguese forms for the English words: *Êle* deseja que *we* do not talk; *proíbo* you to smoke; *sinto* que *they* are sick; *êle* não quer to read; mandou *me* to sit down; Ana prefere that you write; deixe *him* speak; ela pede us to come in; quero *him* to sleep.

B. Study: 1. João e Luiz chegaram a São Paulo às nove pela manhã. 2. Saem da estação e chamam um taxi. 3. O chauffeur lhes pergunta: — Para onde, senhores? 4. João responde: — Queremos que nos leve ao Hotel Paulista; queira andar devagar; desejo que o meu amigo conheça as ruas pelas quais (*through which*) havemos-de passar. 5. Chegados ao hotel, os dois amigos pedem ao empregado que lhes dê um quarto no terceiro andar. 6. Então o empregado lhes pede que tomem o elevador para subir ao quarto. 7. Luiz manda ao porteiro que suba as bagagens em seguida, porque querem dar um passeio pela cidade antes de almoçar. 8. Quando estão saindo do hotel, o empregado pede que deixem a chave do seu quarto com *êle*. 9. João procura uma livraria porque quer comprar uma obra de Camões. 10. João diz ao Luiz que *êle* também compre um livro. 11. Mas Luiz responde que não gosta de ler; diz que gosta mais de ir ao cinema. 12. João pensa que o cinema não vale muito porque não ensina nada. 13. Diz ao Luiz: — Você vai ao cinema somente para divertir-se. 14. Prefiro que algumas vezes leia um bom livro em vez de ir ao cinema. 15. Então João manda ao empregado que lhe mostre algumas obras de Camões. 16. Luiz diz: — Você ficará aqui toda a tarde lendo *êsses* livros; deixe-me ir ao cinema. 17. João lhe responde: — Não desejo que você fique comigo. Mas faça favor de estar ao hotel às seis e meia.

C. Answer the following questions: 1. A que horas chegaram João e Luiz? 2. O que lhes pergunta o chauffeur? 3. João responde? 4. O que quer João que o seu amigo faça? 5. O que pedem ao empregado? 6. O que manda Luiz ao porteiro? 7. Que pede o empregado que façam com a chave? 8. Porque procura João uma livraria? 9. Que diz João a Luiz que faça? 10. Que prefere João que Luiz faça algumas vezes? 11. Que manda João ao empregado da livraria? 12. O que não deseja João?

D. Write in Portuguese: 1. I do not want him to come in. 2. He orders us not to do this. 3. He did not let us read the book during the class. 4. He prefers that we should not put our hats on the tables. 5. Please wake me up very early tomorrow morning. 6. He ordered him to read the works of Camões. 7. Please (*use querer*) explain to

me what this means. 8. We are sorry that he is ill; he will be well tomorrow perhaps. 9. He writes me that I should not take a trip to Brazil this year. 10. I wish you to write me many letters about your trip. 11. I want to read, but he prefers to go to the "movies." 12. Order the porter to bring up the baggage at once. 13. Do you want me to send these things to your house? 14. Have (Order) the maid (to) wash my shirts and clean my room. 15. The doctor orders me to sleep nine hours at night.

### Leitura

Em 1826 morreu João VI, Rei de Portugal e pai do Imperador Pedro I do Brasil. Este se achava assim Pedro IV, Rei de Portugal e Pedro I, Imperador do Brasil; mas êle abdicou <sup>1</sup> a coroa <sup>2</sup> portuguesa, e mais tarde (1831) a do Brasil também. Seu filho Pedro, que tinha então cinco anos, succedeu <sup>3</sup> no trono, com o nome de Pedro II. O seu longo reinado <sup>4</sup> de 58 anos foi um tempo de paz,<sup>5</sup> de ordem <sup>6</sup> e de justiça. D. Pedro foi grande patrono <sup>7</sup> das letras <sup>8</sup> e sciências e também dos melhoramentos materiais <sup>9</sup> do Brasil. Teve a glória <sup>10</sup> de acabar com <sup>11</sup> a escravidão,<sup>12</sup> em 1889. No mesmo ano, a 15 de novembro, uma revolução se declarou,<sup>13</sup> o Imperador foi deposto,<sup>14</sup> e a República se estabeleceu.

### LESSON XXXII

#### 194. Stem of the Present Subjunctive

- a) The present subjunctive has, as a rule, the same stem as that of the first person singular of the present indicative.

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<sup>1</sup> abdicou, from abdicar, to abdicate. <sup>2</sup> crown. <sup>3</sup> succedeu, from succeder, to succeed. <sup>4</sup> reign. <sup>5</sup> peace. <sup>6</sup> order. <sup>7</sup> patron. <sup>8</sup> letters, literature. <sup>9</sup> melhoramentos materiais, physical improvement. <sup>10</sup> glory. <sup>11</sup> acabar com, to put an end to. <sup>12</sup> slavery. <sup>13</sup> se declarou, from declarar-se, to break out. <sup>14</sup> deposto, from depor, to depose.

PRES. IND.  
1ST PERS. SING.

## PRESENT SUBJUNCTIVE

dizer:	dig-o	dig-a, -as, -a, -amos, -ais, -am	[digɐ, etc.]
ter:	tenh-o	tenh-a, -as, -a, -amos, -ais, -am	[tɐɲɐ, etc.]
vir:	venh-o	venh-a, -as, -a, -amos, -ais, -am	[vɐɲɐ, etc.]
poder:	poss-o	poss-a, -as, -a, -amos, -ais, -am	[posɐ, etc.]
etc.			

- b) The exceptions to this general rule are the following verbs, whose present indicative (except *quero*) does not end in -o.

PRES. IND.  
1ST PERS. SING.

## PRESENT SUBJUNCTIVE

dar:	dou	d-ê, -ês, -ê, -êmos, -eis, -êem	[de, etc.]
estar:	estou	estej-a, -as, -a, -amos, -ais, -am	[isteʒɐ, etc.]
ser:	sou	sej-a, -as, -a, -amos, -ais, -am	[seʒɐ, etc.]
ir:	vou	v-á, -ás, -á, -amos, -ades, -ão	[va, etc.]
haver:	hei	haj-a, -as, -a, -amos, -ais, -am	[aʒɐ, etc.]
saber:	sei	saib-a, -as, -a, -amos, -ais, -am	[saibɐ, etc.]
querer:	quero	queir-a, -as, -a, -amos, -ais, -am	[keĩɐ, etc.]

### 195. Subjunctive in Substantive Clauses (continued)

- a) The subjunctive is required after expressions of *feeling* or *emotion*, such as *recear*,<sup>1</sup> *to fear*; *esperar*, *to hope*; *sentir*, *to regret*, *be sorry*; *ser pena*, *to be a pity*, and the like.

Receamos que êle não chegue a tempo.      *We fear that he will not arrive on time.*

Sinto que o senhor esteja doente.      *I am sorry that you are ill.*

É pena que João não estude mais.      *It is a pity that John does not study more.*

*Esperar* may also take the indicative, especially in the future when the element of doubt is not uppermost in the mind of the speaker:

Espero que não choverá.      *I hope it will not rain.*

As stated in § 193, if the subject of the two clauses is the same, the infinitive is used instead of the subjunctive, and this will hold true in all other cases.

<sup>1</sup> Inflected like *cear*.

Receamos não chegar a tempo. *We fear that we shall not arrive in time.*  
 Sinto estar doente. *I am sorry to be ill (that I am ill).*

- b) The subjunctive is required after expressions of *doubting* or *denying*, such as *duvidar*, *to doubt*, and *negar*, *to deny*.

Duvido que seja feliz. *I doubt that (whether) he is (or he will be) happy.*  
 Nega que seja assim. *He denies that it is true.*

### 196. *Expressions of Believing, Saying, etc.*

Expressions of *believing* or *saying*, such as *crer*, *to believe*; *dizer*, *to say*; *estar certo de*, *to be sure of*, and the like, usually take the indicative; but when they are negative or interrogative they may express doubt or denial, in which case they take the subjunctive.

Creio que é feliz. *I believe that he is happy.*

BUT:

Não creio que seja feliz. *I do not believe that he is happy.*  
 Crê o senhor que êle seja feliz? *Do you believe that he is happy?*  
 (The speaker implies that he is in doubt.)

1. Similarly, *não duvido*, *não nego*, and the like, may take the indicative to stress a fact:

Não duvido que é feliz. *I do not doubt that he is happy.*  
 Não nega que é verdade. *He does not deny that it is true.*

2. Note that the Portuguese present subjunctive may express either present or future time, and that it is sometimes best translated into English by the present or the future indicative.

## EXERCISES

- |  |  |
|--|--|
| certo, -a [sertu, -ɐ] <i>sure, certain;</i>  | duvidar [duvidar] <i>to doubt</i>                                    |
| estar — de <i>to be sure of</i> (personal use); é —, <i>it is sure or certain</i> (impersonal use)   | esperar [ispīrar] <i>to hope</i>                                     |
| a colherada [kuʎradɐ] <i>tablespoonful</i>   | estar constipado, -a <i>to have a cold</i>                           |
| a constipação [kōstipēsũ] <i>cold</i> (disease); pilhar [piʎar] <i>uma</i> —, <i>to catch a cold</i> | a garganta [gɛrgẽntɐ] <i>throat</i> ; dor de —, <i>sore throat</i>   |
| contente [kōntẽnti] <i>glad, happy</i> ;   | por dia <i>per day</i> ; três vezes por dia <i>three times a day</i> |
| ficar —, <i>to be happy or glad</i>  | recear [rɛisjar] <i>to fear</i>                                      |
|  | a receita [rɛisɛitɐ] <i>prescription</i>                             |
|  | ser pena [ser penɐ] <i>to be a pity</i>                              |



dizer	que sim	{	<i>to say so</i>
crer			
esperar			
dizer	que não	{	<i>to say not</i>
crer			
esperar			

A. Express the English words in the corresponding Portuguese forms: é pena que *ele cannot come*; sinto que o senhor *are sick*; fico contente que elas *are coming*; receio que *I have no money*; duvido que *isso is true*; eles não crêem que *we shall say this*; não é certo que *he knows it*; crê o senhor que elas *like me*? *give it to me*; *please tell me*; espero que *it will not be cold*; não creio que *there is a bookstore* nesta rua.

B. Study: 1. Quando Maria acordou de manhã, estava doente. 2. Tinha dores de cabeça e de garganta, de modo que a sua mãe manda à criada que vá buscar o médico. 3. Este veio em seguida e se sentou junto da cama de Maria. 4. Disse que Maria tinha pilhado uma constipação. 5. Não digo — disse ele — que esteja muito doente, mas quero que fique da cama durante dois ou três dias. 6. Não estou certo ainda de que seja uma constipação; pode ser outra coisa. 7. Por isso, probo que as suas amigas venham a vê-la. 8. Aqui está uma receita; que ela tome uma colherada dela quatro vezes por dia. 9. Receio que ela não goste da receita, mas tem que tomá-la. 10. É pena que não possa sair para brincar com as suas amigas, pero não creio que tenha que ficar mais de quatro dias no quarto. 11. Despedindo-se da mãe e de Maria, o médico se vai embora. 12. Maria espera que o médico se engane e que possa sair antes dos quatro dias. 13. Mas a mãe duvida que possa, e lhe diz que não pense em levantar-se. 14. Então Maria pede que a mãe busque um livro e lhe leia uma história. 15. A mãe fica contente que a menina possa divertir-se assim, e tomando um livro, começa a ler. 16. A mãe quer que as amigas de Maria saibam que está doente e que não podem visitá-la. 17. Por isso manda que a criada vá dizer-lho.

C. Answer the following questions: 1. Como estava Maria quando acordou? 2. O que tinha? 3. Que faz sua mãe? 4. Onde se sentou o médico? 5. O que disse o médico? 6. O que quer que ela faça? 7. De que não está certo ainda? 8. O que probo? 9. O que manda que ela tome? 10. O que espera Maria? 11. Que lhe diz a mãe? 12. Que pede Maria a sua mãe?

D. Write in Portuguese: 1. Do you think that he knows it? 2. I believe not, but I want him to know it. 3. I fear that they will not have

a good time. 4. I do not say that he is wrong, but I think he is mistaken. 5. I think so, but he is not willing (*querer*) to listen to me. 6. I am sorry that you have a cold; I hope you will be well soon. 7. Is it certain that he is to come tomorrow? We hope so. 8. The doctor orders that you take a tablespoonful of this prescription after meals. 9. It is a pity that we cannot take a walk, but it is very hot. 10. Have (Order) the maid (to) get the baggage ready. 11. I ask him to give me this book, but he is not willing to. 12. I want you to ask him; I think he will give it to you. 13. I think not; he doesn't like me. 14. I am happy that we can take a trip to Brazil. 15. Let's go away now; we can come back another time. 16. Good-by, we'll see you tomorrow at school.

### Leitura

#### MINHA PÁTRIA <sup>1</sup>

Eu gosto de minha pátria,  
Gosto muito do Brasil:  
De seus campos, suas matas <sup>2</sup>  
Dêste lindo <sup>3</sup> céu <sup>4</sup> de anil.<sup>5</sup>

Tudo é belo <sup>6</sup> em minha pátria:  
Seus pássaros <sup>7</sup> mais cantores,<sup>8</sup>  
Sua terra mais fecunda <sup>9</sup>  
E mais lindas <sup>3</sup> suas flores.

(A seguir)

### LESSON XXXIII

#### 197. Subjunctive in Substantive Clauses (continued)

- a) The subjunctive is required after impersonal expressions such as *é preciso* or *é necessário*, *it is necessary*; *é importante*, *it is im-*

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<sup>1</sup> native land.    <sup>2</sup> forests.    <sup>3</sup> pretty.    <sup>4</sup> sky.    <sup>5</sup> anil (poetic for azul) blue.    <sup>6</sup> beautiful.    <sup>7</sup> birds.    <sup>8</sup> songsters or full of songs.    <sup>9</sup> fertile.

PRET. IND.	IMPERFECT SUBJUNCTIVE	
3D PERS. PL.		
	falar	
	SINGULAR	PLURAL
fala-ram:	falasse [fəlasɪ]	falássemos [fəlasɪmus]
	falasses [fəlasɪs]	falásseis [fəlasɛɪs]
	falasse [fəlasɪ]	falassem [fəlasɛɪ]
	aprender	
aprende-ram:	aprendesse [əprɛndesɪ]	aprendêsemos [əprɛndesɪmus]
	aprendesses [əprɛndesɪs]	aprendêsseis [əprɛndesɛɪs]
	aprendesse [əprɛndesɪ]	aprendessem [əprɛndesɛɪ]
	partir	
parti-ram:	partisse [pɔrtisɪ]	partíssemos [pɔrtisɪmus]
	partisses [pɔrtisɪs]	partísseis [pɔrtiseɪs]
	partisse [pɔrtisɪ]	partissem [pɔrtiseɪ]

## estar

	SINGULAR	PLURAL
estive-ram:	estivesse [istivesĩ]	estivéssemos [istivesĩmus]
	estivesses [istivesis]	estivésseis [istiveseis]
	estivesse [istivesĩ]	estivessem [istivesêĩ]

## ser and ir

fo-ram:	fosse [fosĩ]	fôssemos [fosĩmus]
	fosses [fosis]	fôsseis [fosesis]
	fosse [fosĩ]	fossem [fosêĩ]

## pôr

puse-ram:	pusesse [puzesĩ]	puséssemos [puzesĩmus]
	pusesse [puzesis]	pusésseis [puzeseis]
	pusesse [puzesĩ]	pusessem [puzesêĩ]

## ter

tive-ram:	tivesse [tivesĩ]	tivéssemos [tivesĩmus]
	tivesses [tivesis]	tivésseis [tiveseis]
	tivesse [tivesĩ]	tivessem [tivesêĩ]

Note that in the "strong preterites" these endings have open e [ɛ], while in *aprender* and other regular verbs of the second conjugation these endings have close e [e] as indicated by the accent mark.

## 199. Use of the Imperfect Subjunctive

- a) If the principal verb of a sentence is past or conditional, the subordinate subjunctive verb is usually in the imperfect tense.

Queria que o senhor fosse rico.

*I wished you to be (that you might be) rich.*

Receávamos que ele não chegasse cedo.

*We feared that he would not arrive early.*

Negou que fosse assim.

*He denied that it was true.*

Não seria possível que Paulo o fizesse.

*It would not be possible for Paul to do it.*

BUT (§ 193):

Eu queria ser feliz.

*I wished to be happy.*

Receávamos não chegar cedo.

*We feared we should not arrive early.*

Não seria possível fazê-lo.

*It would not be possible to do it.*

- b) The present perfect or the imperfect subjunctive is used after the present tense if the time of the subordinate verb is logically past.

Sinto que o senhor (V. S<sup>a</sup>, V. Ex<sup>a</sup>)      *I am sorry that you have been ill.*  
 tenha estado doente.

Duvido que fosse feliz.      *I doubt that he was happy.*

### EXERCISES

acompanhar [əkõmpənar] <i>to accompany, come with</i>	levar [lívar] <i>to wear</i>
a alfaiataria [alfɛiɐteriɐ] <i>tailor shop</i>	a manga [mẽngɐ] <i>sleeve</i>
o bonde [bõndi] <i>streetcar</i>	a medida [mĩdidi] <i>measure</i>
comprido, -a [kõmpridu, -ɐ] <i>long</i>	pronto, -a [prõntu, -ɐ] <i>ready</i>
curto, -a [kurtu, -ɐ] <i>short</i>	rasgar [rɛzgar] <i>to tear</i>
o enderêço [ẽndrẽsu] <i>address (residence)</i>	a roupa [rɔpɐ] <i>clothes; — feita [feitɐ] ready-made clothes</i>
a fazenda [fɛzẽdɐ] <i>cloth, material</i>	o terno [ternu] <i>suit (of clothes)</i>
	tirar [tirar] <i>to take off</i>

é preciso (necessário) [ɛ prĩsizu] [nĩsĩariu] *it is necessary*; é importante [ɛ impũrtẽti] *it is important*; é conveniente [ɛ kõvĩniẽti] *it is convenient or proper*

A. Substitute the English words for the corresponding Portuguese forms: é importante que *we study*; não é possível que *ele do it*; *ele mandou que we learn it*; fico contente que *elas have arrived*; não creio que o senhor *were happy*; não disse que *they had it*; seria preciso que *we see it*; é conveniente que o senhor *do it*; queria *ele me to know that*; cria o senhor que *they would come*? eu cria *that I knew it*.

Note in the sentences above that sometimes the English construction of *for* plus pronoun plus infinitive is preferable to the *that* construction; e.g., *It is not possible for him to do it*.

B. Study: 1. Como João rasgou o paletó do seu terno, queria comprar um novo. 2. Desejava *ele* que Luiz o acompanhasse a uma alfaiataria. 3. João pergunta ao empregado do hotel se havia uma alfaiataria perto de ali. 4. O empregado responde que não, mas *lhes* mostra a direcção de uma alfaiataria na cidade. 5. Como a alfaiataria era longe, era preciso tomar o bonde. 6. Chegados à alfaiataria, Luiz pediu ao alfaiate que *lhe* mostrasse alguns ternos. 7. O alfaiate perguntou se queria roupa feita ou que *ele* fizesse o terno. 8. Disse João: — Não gosto da roupa

feita; as mangas sempre são muito curtas e as calças muito compridas. 9. Desejo — disse ele — que você faça o terno da mesma fazenda como este que levo. 10. O alfaiate lhe pediu que quisesse (*please*) tirar o paletó para tomar medida. 11. Depois de ter tomado a medida, o alfaiate lhe perguntou: — Para quando quer o senhor o terno pronto? 12. Muito cedo, si é possível — respondeu João; — é preciso que o tenha antes da semana que vem. 13. Sim, senhor, é possível; tenha a bondade de dar-me o seu enderço. 14. O senhor virá buscar o terno ou quer que eu o mande ao hotel? 15. Faça favor de mandá-lo; não é conveniente que venha outra vez aqui. 16. Como Luiz era um americano rico, não perguntou quanto custaria o terno.

C. *Answer the following questions:* 1. Porque João queria comprar um terno? 2. Que desejava que Luiz fizesse? 3. O que pergunta João ao empregado? 4. O que fez o empregado? 5. Que tomaram para ir à alfaiataria? 6. O que pediu João ao alfaiate? 7. Porque João não gosta da roupa feita? 8. De que fazenda quer João que seja feito o terno? 9. Onde compra o senhor a sua roupa? 10. O senhor compra roupa feita? 11. Quantos ternos tem o senhor? 12. O senhor rasga algumas vezes o seu paletó?

D. *Write in Portuguese:* 1. It is important for me to have the suit tomorrow. 2. Is it possible for you to have it ready then? 3. It was not necessary for you to take a walk before breakfast. 4. I wanted you to meet my friend. 5. John was to be here at six o'clock, but I doubt that he has come. 6. It was not convenient for Elizabeth to go shopping today. 7. I ordered the tailor to make me a suit. 8. I told him not to make the sleeves short nor the trousers long. 9. It would be necessary to take the streetcar to go there. 10. I asked him if it was possible for me to have the suit before next week. 11. He said yes, so I shall wear it Sunday. 12. The material in (de) this suit is good; I bought it in Brazil last year. 13. I did not say that he was sick; I said that he was not well. 14. I did not think that I should see you today. 15. We feared that we should not be able to take the train. I did not believe that he could do it.

## Leitura

Tudo é grande em minha pátria:  
As cachoeiras<sup>1</sup> cantantes,<sup>2</sup>

---

<sup>1</sup> *waterfall.*    <sup>2</sup> *singing.*

As montanhas,<sup>1</sup> as florestas,<sup>2</sup>  
As minas<sup>3</sup> de diamantes<sup>4</sup> . . .

É muito grande o Brasil,  
Não cabe<sup>5</sup> neste salão,  
Mas trago-o todo inteirinho<sup>6</sup>  
Dentro do<sup>7</sup> meu coração.

VICENTE GUIMARÃES

## LESSON XXXIV

### 200. *Subjunctive in Adjectival Clauses*<sup>8</sup>

The subjunctive is used in adjectival clauses (introduced by a relative pronoun):

#### a) After a negative.

Não encontrei ninguém que falasse português.	<i>I did not find anyone who spoke Portuguese.</i>
--	--

#### b) If the relative pronoun has an indefinite antecedent.

Eu procurava um homem que falasse português.	<i>I was looking for a man (any man) who spoke Portuguese.</i>
--	--

BUT:

Eu conhecia um homem que falava português.	<i>I knew a man (some definite man) who spoke Portuguese.</i>
--	---

Prometeu dar um prêmio ao aluno que escrevesse o melhor tema.	<i>He promised to give a prize to the student (any student) who should write the best theme.</i>
---	--

BUT:

Deu um prêmio ao que escreveu o melhor tema.	<i>He gave a prize to the one (some definite one) who wrote the best theme.</i>
--	---

---

<sup>1</sup> mountains. <sup>2</sup> forests. <sup>3</sup> mines. <sup>4</sup> diamonds. <sup>5</sup> cabe, from caber, to be contained in. <sup>6</sup> wholly. <sup>7</sup> Dentro do, Within. <sup>8</sup> A clause that modifies a noun or pronoun is called an adjectival clause.

- c) In clauses containing the equivalent of *whoever, whatever, however*.

quemquer que seja	<i>whoever he may be</i>
por melhor que seja	<i>however good it may be</i>

### 201. *Subjunctive in Adverbial Clauses*<sup>1</sup>

The subjunctive is used in adverbial clauses:

- a) After the temporal conjunctions: *quando, when; logo que, as soon as; enquanto (que), as long as, while; antes que, before; até que, until*, and the like, if future time is implied. (But see Lesson XXXV.)

Não o venda o senhor antes que eu o veja. *Do not sell it before I see it.*

Disse que esperaria até que chegasse o trem. *He said he would wait until the train arrived (or should arrive).*

If future time is not implied, the indicative is generally used:

Quando me vem ver, sempre o recebo cordialmente. *When he comes to see me, I always receive him cordially.*

Quando me veio ver, recebi-o cordialmente. *When he came to see me, I received him cordially.*

But *antes que* usually takes the subjunctive even in past time:

Morreu antes que ela chegasse. *He died before she arrived.*

- b) After *para que, in order that, de modo (maneira) que, so as, so that, contanto que or sempre que, provided that, a menos que, unless, ainda que, although, even if, dado que, granted that*, and the like, if the subordinate verb does not state something as an accomplished fact.

Dei-lhe papel, pena e tinta para que ele escrevesse a carta. *I gave him paper, pen and ink in order that he should write the letter.*

Escreveu-me dizendo que compraria a casa contanto que eu fizesse as reparações necessárias. *He wrote me that he would buy the house provided (that) I should make the necessary repairs.*

Não aprenderei esta lição ainda que estude toda a noite. *I shall not learn this lesson even if (although) I study all night.*

<sup>1</sup> A clause that modifies a verb is called an adverbial clause.



202. Present Indicative of *valer* and *ouvir**valer, to be worth*

SINGULAR	PLURAL
valho [va.ʃu]	valemos [vɐlemus]
vales [valis]	valeis [vɐleis]
vale [vali]	valem [valɐi]

*ouvir, to hear*

SINGULAR	PLURAL
ouço (ouço) <sup>1</sup> [oisu, osu]	ouvimos [ovimus]
ouves [ovis]	ouvis [ovis]
ouve [ovi]	ouven [ovɐi]

## EXERCISES

ainda que [ẽĩndɐ ki] <i>although,</i> <i>even if</i>	em baixo [ẽĩm baʃu] <i>below</i>
o alto [altu] <i>top</i>	esperar [ispɐrar] <i>to wait (for)</i>
a menos que [ɐ menus ki] <i>unless</i>	estender-se [istẽnder-sɐ] <i>to ex-</i> <i>tend, stretch out</i>
antes que [ɐntis ki] <i>before</i>	o mar [mar] <i>sea, ocean</i>
até que [ɐtɛ ki] <i>until</i>	a montanha [mõntɐnɐ] <i>mountain</i>
o centro [sẽntɾu] <i>center</i>	a ocasião [ukɐziãũ] <i>occasion, op-</i> <i>portunity</i>
contanto que [kõntẽntu ki] } <i>pro-</i> <i>vided</i>	ouvir [ovir] <i>to hear</i>
sempre que [sẽmpɾi ki] } <i>that</i>	a pedra [pedɾɐ] <i>stone</i>
dado que [dadu ki] <i>granted that</i>	propor [prupor] <i>to propose, sug-</i> <i>gest</i>
de modo (maneira) que [dĩ modu, mɐnɛĩɾɐ ki] <i>so as, so that</i>	temer [tĩmer] <i>to fear</i>
a distância [distãsiɐ] <i>distance</i>	a vista [vistɐ] <i>view; sight</i>

quemquer que seja *whoever it may be*; por melhor que seja *however good it may be*; o Corcovado [kurkuvadu] *the "Hunchback"* (mountain of about 2300 ft. altitude near Rio de Janeiro); o Pão de Açúcar (assúcar) [pũũ dĩ ɛsukɐr] *Sugar Loaf Mountain* (high rock rising precipitously out of Rio Bay)

A. Substitute the corresponding Portuguese forms for the English words: eu temi que *you were sick*; não havia ninguém *who knew me*; havia um

<sup>1</sup> Both forms are used.

homem *who spoke English*; êle esperou até que *I arrived*; dei-lhe dinheiro para que *he might buy a book*; ela não crê que isso *is worth while*; não farei isto ainda que *they order me (order it to me)*; diga a verdade de modo que *you may be believed by all*; dissemos que não escreveríamos a menos que *they gave us a pen*; tinham partido antes que *we came*.

B. *Study*: 1. João e Luiz ficavam muito contentes com o Rio de Janeiro. 2. No hotel não havia ninguém que falasse inglês, mas um dia foram apresentados a um brasileiro que queria aprendê-lo. 3. Luiz pediu ao brasileiro que os acompanhasse nos passeios que iam dar. 4. Com muito prazer — respondeu o brasileiro, que se chamava Emílio da Cunha. 5. Ele propôs também que um dia falassem sómente o português, e que o outro dia falassem sómente o inglês. 6. De maneira que — disse êle — os senhores possam aprender a falar bem o português, e eu tenha a ocasião de ouvir e de tratar de falar inglês. 7. Para que vissem e conhecessem bem a cidade, propôs que ao dia seguinte dessem um passeio ao Corcovado. 8. O Corcovado, o que é o Corcovado? — perguntou João. 9. É uma montanha de pedra perto da cidade — explicou Emílio. 10. Do alto da montanha os senhores terão uma vista bonita de tôda a cidade e da baía. 11. Assim João e Luiz se levantaram muito cedo a manhã seguinte para que tomassem o primeiro bonde ao Corcovado. 12. Em baixo, na distância, estendia-se a cidade; ficavam muito tempo gostando da vista. 13. Podiam ver muito claramente a Avenida Rio Branco, uma avenida ancha, bordada de árvores. 14. Esta avenida corta pelo centro da cidade e conduz ao mar. 15. Emílio ficava muito contente que os seus novos amigos gostassem tanto (*so much*) da vista. 16. Disse que ao dia seguinte iriam ao Pão de Açúcar, contanto que não chovesse.

C. *Answer the following questions*: 1. O que não havia no hotel? 2. A quem foram apresentados? 3. Que pediu o Luiz ao brasileiro? 4. O que respondeu o brasileiro? 5. Como se chamava o brasileiro? 6. Que propôs êle que fizessem? 7. Porque queria êle que dessem um passeio ao Corcovado? 8. O que é o Corcovado? 9. Porque João e Luiz levantaram-se muito cedo? 10. Como se vai ao Corcovado? 11. Porque ficava contente o Emílio? 12. Onde haviam-de ir ao dia seguinte?

D. *Write in Portuguese*: 1. He was looking for a man who might buy his dog. 2. He told us to stay here until he came. 3. I shall not wait for him, whoever he may be. 4. He studied very much so that he learned his lesson well. 5. He told me that he would buy the dog provided that it did not cost much. 6. He studies much so that he may learn the lesson. 7. Please write this so that I can read it. 8. He said that he

would give a book to the student who learned to speak Portuguese. 9. He found no one who knew the way to the tailor shop. 10. He gave a book to the student who learned to speak English. 11. We did not think that he would be here before we arrived. 12. Although the city stretched out below, they were not able to see it. 13. But in the distance they could see the bay, even if it was raining. 14. He will never learn to speak Portuguese unless he has the opportunity to hear it. 15. However good it may be, I do not want to read this book. 16. Although he has my money and John's too, now he wants Louis's. 17. Granted that he has been sick, he can still take the trip.

## Leitura

### A BANDEIRA <sup>1</sup> DO BRASIL

A bandeira brasileira atual <sup>2</sup> foi adoptada em 1889. As côres <sup>3</sup> nacionais do Brasil são verde e amarelo <sup>4</sup>; assim a sua bandeira é verde com um grande diamante amarelo no centro. Dentro do diamante acha-se um globo azul com uma banda <sup>5</sup> branca que leva as palavras: ORDEM E PROGRESSO.<sup>6</sup> No globo vêem-se as cinco estrelas <sup>7</sup> do Cruzeiro do Sul <sup>8</sup> e dezesseis outras estrelas; as vinte-e-uma estrelas representam <sup>9</sup> os vinte estados dos Estados Unidos do Brasil e a cidade do Rio de Janeiro.

(A seguir)

## LESSON XXXV

### 203. *Future Subjunctive*

This tense is formed by substituting the following endings for the -ram of the third person plural of the preterite (past absolute) indicative (to this rule there are no exceptions): -r, -res, -r, -rmos, -rdes, -rem.

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<sup>1</sup> flag. <sup>2</sup> present. <sup>3</sup> colors. <sup>4</sup> yellow. <sup>5</sup> band. <sup>6</sup> Ordem e Progresso, Order and Progress. <sup>7</sup> stars. <sup>8</sup> Cruzeiro do Sul, Southern Cross (a constellation of five stars forming a cross, prominent in the sky south of the Equator). <sup>9</sup> representam, from representar, to represent.

PRET. IND.  
3D PERS. PL.

## FUTURE SUBJUNCTIVE

falar

## SINGULAR

## PLURAL

fala-ram:

falar [fəlar]  
falares [fəlaris]  
falar [fəlar]

falarmos [fəlarmus]  
falardes [fəlardis]  
falarem [fəlarēi]

aprender

aprende-ram:

aprender [əprēnder]  
aprenderes [əprēnderis]  
aprender [əprēnder]

aprendermos [əprēndermus]  
aprenderdes [əprēnderdis]  
aprenderem [əprēnderēi]

partir

parti-ram:

partir [pərtir]  
partires [pərtiris]  
partir [pərtir]

partirmos [pərtirmus]  
partirdes [pərtirdis]  
partirem [pərtirēi]

estar

estive-ram:

estiver [istiver]  
estiveres [istiveris]  
estiver [istiver]

estivermos [istivermus]  
estiverdes [istiverdis]  
estiverem [istiverēi]

ser (ir)

for-am:

fôr [for]<sup>1</sup>  
fores [foris]  
fôr [for]<sup>1</sup>

formos [formus]  
fordes [fordis]  
forem [forēi]

## 204. Use of Future Subjunctive

The future subjunctive is used to refer to an action which may take place in the future:

- a) After expressions of time, when the future is implied. The most common expressions are *quando*, *when*; *logo que*, *assim que*, *as soon as*; *emquanto (que)*, *while*; *segundo*, *according to*; *depois que*, *after*.

<sup>1</sup> The accent is put on *fôr* to distinguish it from *for*, *manner*.

Quando vier, diga-lhe que entre.

*When he comes, tell him to enter.*

Segundo o trabalho fôr mais ou menos difícil.

*According as the work may be more or less difficult.*

But if the action of the verb is definitely fulfilled, the indicative is used. This is especially the case with **quando** and **logo que**.

Quando vem, digo-lhe que entre.

*When(ever) he comes, I tell him to enter.*

Logo que entrou, começou a falar.

*As soon as he entered, he began to talk.*

- b) After a relative pronoun which has an indefinite antecedent, when a future action is implied (see § 200).

Tôda a pessoa que disser isso não tem razão.

*Any person who may (will) say that is wrong.*

Seja o que fôr

*Whatever it may be*

Aqueles que vierem

*Those who may (will) come*

- c) After **onde** and **como** with indefinite and future meaning.

Onde fores, faze como vires.

*Wherever you (may) go, do as you (shall) see.*

Fará como puder.

*He will do as he can.*

Como quiser.

*As you like.*

- d) In conditions, a discussion of which will be found in Lesson XXXVI.

## 205. *The Personal Infinitive*

The inflected infinitive, which was briefly treated in § 128, is a uniquely Portuguese form. It is convenient to discuss it here, as its forms are exactly like those of the future subjunctive in all regular verbs, and it has the same endings as the future subjunctive in all verbs (i.e., **-r**, **-res**, **-r**, **-rmos**, **-rdes**, **-rem**).

SINGULAR	PLURAL	SINGULAR	PLURAL
falar	falamos	estar	estarmos
falares	falardes	estares	estardes
falar	falarem	estar	estarem

It is largely used instead of a **que** clause with a number of the expressions which take the subjunctive, as given in the preceding

lessons. When a pronoun is used with this construction it is properly the nominative form. Some of the uses are:

- a) As stated in § 128, the personal infinitive is used instead of the impersonal, when the two verbs have different subjects.

Passei sem ver.

*I passed without seeing.*

BUT:

Passei sem verem.

*I passed without their seeing.*

Ao entrarem as mulheres, parti.

*When the women entered (on the women entering), I left.*

- b) With *para* followed by a pronoun subject of a verb.

Este livro é para eu ler.

*This book is for me to read.*

Deu-lhes dinheiro para eles comprarem livros.

*He gave them money for them to buy books.*

- c) With impersonal expressions, and *antes* and *depois*.

É pena não sabermos ler.

*It is a pity that we do not know how to read.*

É preciso comprarem livros.

*It is necessary that they buy books or for them to buy books.*

É tempo de eu partir.

*It is time for me to leave.*

É possível não o saberem.

*It is possible that they do not know it.*

Falar-lhe-ei antes de partirmos.

*I shall speak to him before we leave.*

Parti depois de terem falado.

*I left after they had spoken.*

## EXERCISES

abrigar-se [ʔbrigar-si] *to shelter oneself, protect oneself*  
 a causa de [ʔ kaizɐ di] *because of*  
 assim que [ʔsin ki] *as soon as*  
 a chuva [ʃuvɐ] *rain*  
 deixar de [deiʃar di] (+ *infin.*) *to stop, cease (+ part.); fail to*

depois que [diɔis ki] *after*  
 descansar(-se) [diskɛsar] *to rest*  
 enquanto que [ɛŋkũntu] *while*  
 excluir [ʔklemar] *to exclaim*  
 mal [mal] *hardly, scarcely*<sup>1</sup>  
 segundo [sigũdu] *according (to)*  
 seja o que fôr *whatever it may be*

A. Substitute the proper Portuguese forms for the English words: quando o senhor *see him*, dê-lhe o livro; quando I *saw him*, falava com êle; êste

<sup>1</sup> Used with a verb; *quando, when*, is not to be used in the following clause (cf. B, sentence 11).

pão é *for you to eat*; é pena *that they do not know this (2 ways)*; falarei com ela, logo que *she arrives*; é possível *that they are sick (2 ways)*; li o livro sem *understanding it*; li a carta sem *their hearing*; tôda a pessoa *who goes* terá que comprar um bilhete; é preciso *for them to do it (2 ways)*.

B. *Study*: 1. Quando João e Luiz acordaram a manhã seguinte, viram que chovia. 2. Luiz disse ao João: — Não é possível darmos o passeio ao Pão de Açúcar. 3. Que havemos-de fazer? 4. Neste momento Emílio entrou no quarto. 5. Logo que entrou, disse: — Não vale a pena subir hoje ao Pão de Açúcar, porque quando estivermos ali, não poderemos ver nada a causa da chuva. 6. Mas é preciso fazermos alguma coisa, seja o que for. 7. Não podemos ficar aqui no hotel sem fazer nada. 8. Luiz propôs que esperassem até que deixasse de chover. 9. Disse: — Quando deixar de chover, dêmos um passeio pelas ruas e avenidas da cidade. 10. Depois de uma hora deixou de chover, e os três amigos ficavam contentes que pudessem sair. 11. Mal tinham saido, tornou a chover. 12. Que há-de fazer? — exclamou Luiz. — Estamos longe do hotel e não vejo lugar por aqui onde pudermos abrigar-nos da chuva. 13. Corram, corram — disse Emílio; — não deixaremos de encontrar algum restaurante onde abrigar-nos, descansar-nos, e almoçar ao mesmo tempo.

C. *Answer the following questions*. 1. Que viram João e Luiz quando acordaram? 2. O que disse Luiz ao João? 3. Quem entrou no quarto? 4. O que disse êle? 5. O que propôs Luiz? 6. Deram êles um passeio? 7. Porque não? 8. O que procuraram?

9. A que horas deixou o senhor de estudar a noite passada? 10. O senhor gosta de dar passeios? 11. Como se diz em português: « When in Rome do as the Romans do »?

D. *Write in Portuguese*: 1. Wherever you may go, please write to me. 2. As soon as it stopped raining we went out. 3. I do not think that it will be cold tomorrow. 4. He had scarcely arrived when she died. 5. When the water is cold bring me a glass of it. 6. When the coffee is ready bring Mr. Smith a cup. 7. No, thanks, I do not like coffee. 8. As you like. 9. Please study three or four lessons for tomorrow, according as you have time. 10. I shall leave after they have come. 11. I do not know anyone who will do that. 12. My father gave me (some) money for me to buy a suit of clothes. 13. Every (Todo o) student who comes to this class tomorrow must bring his notebook. 14. But I have no notebook; what shall I do? 15. You will do as you can. And why have you no notebook? 16. I have some sentences for them to write. 17. I told them to bring their notebooks with them. 18. It is a pity that we have no money.

## Leitura

O verde das côres nacionais e da bandeira representa o reino vegetal,<sup>1</sup> e o amarelo o reino mineral. O azul e o branco do globo lembram<sup>2</sup> as côres da bandeira do Portugal e do Brasil quando este foi uma colônia de Portugal. O globo lembra a bandeira do Império<sup>3</sup> do Brasil, depois da sua independência (1822) e antes da declaração da República (1889). As estrelas do Cruzeiro do Sul lembram o descobrimento do Brasil e as explorações dos navegadores portugueses. As vinte-e-uma estrelas representam a união<sup>4</sup> numa nação de tôdas as partes do país.

## REVIEW LESSON VII

A. Give the Portuguese equivalents for the words in English: quero que *you do this*; êle proíbe que *we smoke*; sinto que *they are sick*; era importante que o terno *be ready*; procurava um homem que *might speak Portuguese*; fumarei ainda que *it be forbidden*; quando *it stops raining*, sairemos; é preciso *for them to hear*; receio que as mangas *are very long*.

B. Give the English equivalents for the Portuguese: por melhor que seja; queria que o senhor fosse rico; é pena que ela tenha pilhado uma constipação; creio que sim; como quiser o senhor; quemquer que seja; segundo fizer bom tempo; é tempo de irmos à escola; espere até que eu chegue; deixe-o tomar a medida.

C. Write in Portuguese: 1. When you are on top of the mountain you will have a beautiful view. 2. He ordered the tailor to make the suit of that cloth. 3. Do you know the address of an American who lives near here? 4. The clerk asked him to leave the key with him. 5. Louis told John to ask for the clothes. 6. It is not certain that they will be able to go up the Corcovado. 7. It is more convenient to take the

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<sup>1</sup> reino vegetal, vegetable kingdom. <sup>2</sup> lembram from lembrar, to recall, remind one of. <sup>3</sup> Empire. <sup>4</sup> union.



streetcar. 8. He feared that he had torn his coat. 9. While we are trying to protect ourselves from the rain, let's rest and eat in that restaurant. 10. They had hardly entered the restaurant when it began to rain. 11. Take this prescription and you will not fail to be well tomorrow. 12. I do not believe that he knows how to amuse himself. 13. He proposed that they take a walk in the garden. 14. He liked the view of the bay which was spread out below. 15. We spoke Portuguese so that I had the opportunity to learn some words. 16. I fear that you will have a sore throat because of the rain. 17. He will be glad to see us, provided that we do not come very early.

## LESSON XXXVI

### 206. Conditional Sentences

Conditional sentences are normally made up of two parts: 'the *if*-clause expressing the condition, and the main clause containing the result. Below are the main types of conditions, although many other combinations are possible:

- a) When the conditional clause indicates an actual fact, both parts are in the indicative.

Se diz isso, tem razão.

*If he says this, he is right.*

- b) When the condition is implied to be contrary to fact in the present or past, if it is present, the *if*-clause is in the imperfect subjunctive and the result in the conditional or imperfect indicative; if in the past, the *if*-clause may be in the pluperfect subjunctive, and the result in the perfect conditional.

Se êle fosse o meu amigo, não fazia (faria) isso.

*If he were my friend, he would not do this.*

Se tivesse mais dinheiro, ficava (ficaria) contente.

*If I had more money, I should be glad.*

Se tivesse sabido isso, teria ido.

*If I had known this, I should have gone.*

- c) When the condition applies to some future time, the *if*-clause is in the future subjunctive, and the result may be either future indicative, present indicative, or imperative, according to meaning.

Se fôr conveniente, virei.

*If it is convenient, I shall come.*

Se fizer bom tempo amanhã, darei um passeio.

*If the weather is good tomorrow, I shall take a walk.*

Se tiver ocasião, dê-lhe isto.

*If you have a chance, give him this.*

It should be observed that in all cases *se* (*si*) must express a real condition and not a mere doubt. When it is equivalent to *whether*, the indicative is used as in English:

Se ele o disse, não o ouvi. *If he said it, I did not hear it.*

Não sei se irei. *I do not know if (whether) I shall go.*

## 207. Use of *Oxalá* (que) (Would that) with Subjunctive

*Oxalá* (que) viva mil anos! *Oh, that he may (or I hope that he will) live a thousand years!*

*Oxalá* (que) vivesse mil anos! *Oh, that he might (or I wish he would) live a thousand years!*

*Oxalá* (que) eu pudera <sup>1</sup> fazê-lo! *I wish I could do it!*

## 208. Softened Statement with Conditional or Pluperfect Indicative

Eu quereria (or quisera <sup>1</sup>) vender a casa. *I should like (or I should be glad) to sell the house.*

Eu quereria (or quisera <sup>1</sup>) que V. *I wish you would buy it.*

Ex<sup>a</sup>. a comprasse.

Gostaria muito de o fazer. *I should be very glad to do so.*

Ela preferiria passear de carruagem. *She would prefer to go driving.*

O senhor deveria fazer as reparações. *You should make the repairs.*

1. In colloquial Portuguese the imperfect indicative is often used in softened statements, thus: *eu queria vender a casa; gostava de o fazer; o senhor devia fazer as reparações*, etc.
2. These are milder expressions and therefore more commonly used, than the following:

Quero vender a casa. *I wish to sell the house.*

Quero que V. Ex<sup>a</sup>. a compre. *I want you to buy it.*

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<sup>1</sup> Pluperfect indicative with subjunctive or conditional force.

## 209. "Will" and "Should"

*Will* (= *am, are, is, etc., willing*) is expressed by *quer-o, -es, -e, etc.*

*Should* (= *ought to*) is expressed by *dever-ia, -ias, -ia, etc.*

Quere V. Ex <sup>a</sup> . vendê-la?	<i>Will you sell it?</i>
Deveria eu fazê-lo?	<i>Should I do it?</i>

210. *Present Indicative of fugir, perder, rir, and odiar*

*fugir, to flee*

PRESENT INDICATIVE		IMPERATIVE	
SINGULAR	PLURAL	SINGULAR	PLURAL
fujo [fuʒu]	fugimos [fuʒimus]		
foges [fɔʒis]	fugis [fuʒis]	foge [fɔʒ]	fugi [fuʒi]
foge [fɔʒi]	fogem [fɔʒê]		

*perder, to lose*

*rir, to laugh*

PRESENT INDICATIVE		PRESENT INDICATIVE	
SINGULAR	PLURAL	SINGULAR	PLURAL
perco [perku]	perdemos [pêrdemus]	rio [riu]	rimos [rimus]
perdes [perdis]	perdeis [pêrdeis]	ris [ris]	rides [ridis]
perde [perdi]	perdem [pêrde]	ri [ri]	riem [riê]

*odiar, to hate*

PRESENT INDICATIVE	
SINGULAR	PLURAL
odeio [udeiu]	odiamos [udêamus]
odeias [udeias]	odiais [udêais]
odeia [udei]	odeiam [udêê]

For a list of verbs inflected like *odiar*, see § 282, *b*. But most verbs in *-iar* do not change the *-i-* to *-ei-*. Thus: *copiar*: *copio* [kupi]; *pronunciar*: *pronuncio* [prunúsiu]. The accent is on the *i* in both cases.

In accordance with the general rule stated in § 194, the inflection of the present subjunctive follows that of the first person singular of the present indicative (except in the first and second person plural of *odiar*).

fugir: fuja, fujas, etc.

perder: perca, percas, etc.

rir: ria, rias, etc.

odiar: odeie, odeies, odeie, odiemos, odeis, odeiem

## EXERCISES

o automóvel [aũtumovel] *automobile*

o barco [barku] *boat*

os conhecimentos [kupĩsimẽntus] *knowledge*

dentro (de) [dẽntru] *within*

dever [dĩver] *to owe; should, must, be expected*

a dúvida [duvidẽ] *doubt; sem —, undoubtedly*

emprestar [ẽmprĩstar] *to lend*

interessante [ĩntĩrĩsẽntĩ] *interesting*

o lago [lagu] *lake*

odiar [udĩar] *to hate*

oxalá (que) [oʃelã] (*expresses strong desire; several possible translations*) *oh that! I wish! if only! would that!*

perder [pĩrder] *to lose*

permitir [pĩrmitir] *to permit*

pescar [pĩskar] *to fish*

rir [rĩr] *to laugh*

zangar-se [zẽngar-sĩ] *to get or become angry*

ir a pé [ĩr ẽ pẽ] *to walk, go on foot; dar uma volta [dar umẽ vøltã] to take a walk, ride, or turn; estar de volta [ĩstar dĩ vøltẽ] to be back*

A. Give the Portuguese forms for the following: they are laughing; I lose; he flees; that we may not lose; I pronounce; he hates; we flee; we hate; she loses; that we may laugh; that we may hate.

B. Study: 1. Queria (Queria) dar um passeio no campo hoje — disse João. 2. Eu gostaria também de o fazer, mas é muito longe para ir a pé, não é? 3. Oxalá que tivéssemos um automóvel — disse Luiz; — se tivéssemos um automóvel, podíamos ver muitas coisas interessantes aqui no Brasil. 4. Tem razão, meu amigo — respondeu Emílio. — Meu pai tem um automóvel, mas neste momento não está em casa. 5. Quando voltar para casa, pedir-lhe-ei que mo empreste. 6. Muito bem; mas que vamos fazer ao campo? — perguntou Luiz. 7. Não sei se é permitido pescar nesta estação, mas podemos dar uma boa volta no lago, contanto que haja barcos para alugar — disse Emílio. 8. Se tivesse sabido que havíamos de dar um passeio hoje, teria mandado ao empregado do hotel que nos preparasse um bom almoço — disse João. 9. A que horas deveríamos partir? — perguntou um dos americanos. 10. Emílio: Deveríamos partir dentro de uma hora; se partíssemos mais tarde, perderíamos o dia. 11. Se formos

dentro de uma hora, teremos três ou quatro horas em que divertir-nos ao campo. 12. Luiz: Se estivermos de volta antes das oito da tarde, poderemos ir ao cinema. 13. João: Eu preferiria ficar no quarto com um bom livro. Se você lesse mais e fosse menos ao cinema, tinha muito mais conhecimentos do que (*than*) tem. 14. Luiz: Como você, sem dúvida. Porém eu leio muitas vezes sem você o saber. 15. João: Sim, senhor, se você lê, é verdade que eu não o sei. 16. Mas não nos zangue-mos; aqui está Emílio com o automóvel. Vamo-nos!

C. *Answer the following questions:* 1. O que João queria fazer? 2. Que podiam fazer se tivessem um automóvel? 3. Quem tem um automóvel? 4. O que vai fazer Emílio? 5. Que poderão fazer ao campo? 6. O que teria feito João, se tivesse sabido que haviam de dar um passeio? 7. A que horas disse Emílio que deveriam partir? 8. Porque deveriam partir dentro de uma hora? 9. Que disse João que Luiz deveria fazer? 10. Porque diz Luiz que João não sabe quanto lê? 11. Que disse João quando Emílio chegou com o automóvel? 12. Crê o senhor que os três amigos se divertam?

D. *Write in Portuguese:* 1. If only I were rich I could buy an automobile. 2. If I had an automobile I could take many rides in the country. 3. I have to walk to school, and I lose much time. 4. If he had not said that I should not have got angry. 5. If we rent some boats we can take a good ride on the lake. 6. You should not say that, because you don't know whether we like to take rides in a boat. 7. He did that so that we might laugh. 8. I do not want to take a walk; I should prefer to stay at home. 9. I hate books; I do not think that they are interesting. 10. If you read more books, you would have more knowledge. 11. If he comes tomorrow, tell him to stay here until I return. 12. I ought to be back before six o'clock. 13. If he said that, he is wrong. 14. I wish that I could take a trip to Brazil! 15. If you will tell me the truth, I shall not get angry. 16. If it should be necessary, I shall tell him to go away.

## Leitura

### OS BANDEIRANTES <sup>1</sup>

No século dezessete os *paulistas*, assim são chamados os habitantes do Estado de São Paulo, organizaram <sup>2</sup> expedições <sup>3</sup> para explorar o interior do Brasil, ocupado pelos índios. Como eram

<sup>1</sup> *flag-bearers.*    <sup>2</sup> *organizaram, from organizar, to organize.*    <sup>3</sup> *expeditions.*

verdadeiras<sup>1</sup> expedições de guerra, levavam bandeiras. Por isso, deu-se o nome de *bandeiras* a essas expedições, e os homens que as compunham<sup>2</sup> se chamaram *bandeirantes*. Os rios eram os seus caminhos pela mata,<sup>3</sup> e viajavam em canoas<sup>4</sup> feitas de uma só árvore. Os bandeirantes foram homens corajosos<sup>5</sup> até à loucura,<sup>6</sup> e foram terríveis<sup>7</sup> as suas lutas<sup>8</sup> com os índios.

## LESSON XXXVII

*In this lesson and in those that follow there is a review of rules of grammar given in preceding lessons, with the more important exceptions to the rules.*

### Nouns

#### 211. Gender of Nouns

Nouns ending in *-o* are usually masculine, and those ending in *-a* are usually feminine. The following are exceptions:

- a) The name of a male being is masculine, even if the noun ends in *-a*.  
o cura, *parish priest*      o artista, *artist, m.*      o camarada, *comrade, m.*
- b) O dia, *day*, is masculine.
- c) O mapa, *map*, and some words of Greek origin ending in *-ma* or *-ta*, like o poema, *poem*, and o planeta, *planet*, are masculine.<sup>9</sup>

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<sup>1</sup> real.    <sup>2</sup> compunham, from *compor*, to compose.    <sup>3</sup> thick forest.    <sup>4</sup> canoes, dug-outs.    <sup>5</sup> brave.    <sup>6</sup> até à loucura, to the point of madness.    <sup>7</sup> terrible.  
<sup>8</sup> fights.    <sup>9</sup> Thus, o clima, *climate*; o idioma, *language*; o diploma, *diploma*; o programa, *program*; o telegrama, *telegram*; o tema, *theme*; o cometa, *comet*, etc.

212. *Number of Nouns*

There are some nouns used only in the plural, such as:

as alvícaras, <i>rewards</i>	as expensas, <i>costs</i>
as exéquias, <i>funeral rites</i>	as núpcias, <i>nuptials</i>
os víveres, <i>provisions</i>	

213. *Dative of Separation*

In Portuguese, verbs meaning *to take from*, *ask of*, and the like, take the dative of the person.

Peço um favor a meu pai.	<i>I ask a favor of my father.</i>
Comprou-o ao Sr. Garcia.	<i>He bought it of Mr. Garcia.</i>

Note also: *peço-lhe um favor*, *I ask a favor of him*; *comprou-lho*, *he bought it from him*.

214. *Nouns Used as Adjectives*

An English noun used as an adjective is generally expressed in Portuguese by a noun preceded by *de* or *para*.

um relógio de oiro ( <i>or</i> ouro)	<i>a gold watch</i>
uma chávena para chá	<i>a teacup</i>
uma chávena de chá	<i>a cup of tea</i>

*De* usually denotes the material, *para* denotes the purpose.

215. *Review of First Conjugation*

Study the inflection of regular verbs of the first conjugation (§ 271).

## EXERCISES

adiante [ədĩēntĩ] <i>forward</i> ; mais —, <i>further yet</i>	contrário, —a [kōntrariũ, —ε] <i>con- trary, opposite</i>
afastar-se [əfəstar-sĩ] <i>to draw away, leave</i>	a costa [kōstε] <i>coast</i>
agitado, —a [εʒitadu, —ε] <i>rough, agitated</i>	descer [dĩser] <i>to go down; get off (train, etc.)</i>
aonde [əōndĩ] ( <i>to</i> ) <i>where</i>	enjoar [ēʒũar] <i>to get seasick</i>
apontar [əpōntar] <i>to point</i>	entre [ēntri] <i>between, among</i>
o cais [kais] <i>wharf, dock</i>	enxugar [ēʒugar] <i>to dry, wipe away</i>

estrangeiro, -a [ɪstrɛʒeiru, -ɐ]	o norte [nɔrti] <i>north</i>
foreign	o passageiro [pɛsɛʒeiru] <i>passenger</i>
a lágrima [lagrimɐ] <i>tear</i>	a róta [rɔtɐ] (sea) <i>route</i>
o lenço [lɛsu] <i>handkerchief</i>	o sentido [sɛntidu] <i>meaning, sense;</i>
limitar(se) com [limitar(sɪ) kɔ]	<i>direction; em — contrário in</i>
to be bounded by	<i>the opposite direction</i>
o navio [nɐviu] <i>ship</i>	o sul [sul] <i>south</i>

agitar para *to wave at*; estar a bordo *to be on board*; ir ter *to get to, end up*

A. *Supply each of the following nouns with the proper article, and then repeat in the plural:* camarada (*m.*), camarada (*f.*), alemão, clima, inglês, lápis, dia, homem, pé, luz, paletó, automóvel, mulher, cristão, mapa, senhor, ocasião.

B. *Study:* 1. Querendo os dois americanos visitar muitas cidades do Brasil, arranjaram com o Emílio que os acompanhasse numa viagem pela costa ao norte do Rio de Janeiro. 2. Há uma linha de vapores entre esta cidade e Manáos (os alunos façam favor de olhar para o mapa), parando a todas as cidades na róta. 3. Mal estão a bordo, o navio afasta-se do cais. 4. Os passageiros agitam lenços para os amigos que ficaram no cais. 5. Uns (*Some*) levam o lenço à cara para enxugar as lágrimas; outros riem. 6. Oxalá que faça bom tempo — disse Luiz; — se o mar estiver agitado, enjoarei. 7. Vou instalar-me num lugar abrigado antes de sair o vapor. 8. Se nós fôssemos em sentido contrário, aonde iríamos ter? — perguntou João, apontando para o sul. 9. À cidade de Santos, que é o grande porto do Estado de São Paulo — respondeu Emílio. 10. Depois, se descêssemos mais, chegávamos à cidade de Antonina, porto do Estado do Paraná. 11. Mais adiante, encontrávamos Florianópolis, capital do Estado de Santa Catarina, e depois chegávamos a Porto Alegre, capital do Estado do Rio Grande do Sul. 12. Depois do Rio Grande do Sul não é mais Brasil. 13. Limitando com o Rio Grande encontra-se um país estrangeiro, que se chama Uruguai. 14. A Argentina também limita com o Rio Grande. E agora tenho-lhe dado uma lição de geografia; vamos achar o Luiz que estará doente.

C. *Answer the following questions:* 1. O que queriam fazer os dois americanos? 2. O que arranjaram com o Emílio? 3. Entre quais cidades há uma linha de vapores? 4. O que fizeram os passageiros? 5. Porque levavam o lenço à cara? 6. Que disse o Luiz? 7. Que fará se o mar estiver agitado? 8. Que foi fazer? 9. Se fossem em sentido contrário, aonde iriam ter? 10. A qual cidade chegavam primeiro? 11. Com que rio limita o Brasil ao sul? 12. Quais países estrangeiros limitam com o mesmo rio?



D. *Write in Portuguese:* 1. I should like to take a trip to the coast north of Rio de Janeiro. 2. There is a steamboat line that takes this route, so that you may visit all the cities. 3. Do you get seasick when the sea is rough? 4. We bought the tickets from the clerk before the boat left. 5. I ask you for a book, but you are not willing to give it to me. 6. If I should see them I should wave my handkerchief at them. 7. Brazil is bounded on the south by Uruguay and Argentina. 8. These two countries are bounded on the north by the Rio Grande. 9. They were scarcely on board when the boat drew away from the dock. 10. They had just sat down when Louis got seasick. 11. Would you like a cup of coffee? Yes, thanks, but I have no coffee cup. 12. You will not fail to arrive at the dock if you take this streetcar. 13. If you should take a taxi you would arrive there within ten minutes. 14. Did John give you this book? No, I bought it from him. 15. If I don't get seasick I shall like the voyage.

## Leitura

### MINHA TERRA

Minha terra! O que eu chamo minha terra  
 É uma geira <sup>1</sup> de humilde <sup>2</sup> condição,<sup>3</sup>  
 Pobre de tudo o que a cidade encerra <sup>4</sup>  
 Mas milionária <sup>5</sup> de vegetação.<sup>6</sup>

Amo pois minha terra com ternura <sup>7</sup>  
 Por tudo o que ela tem; pela candura <sup>8</sup>  
 Do céu, pela aspereza <sup>9</sup> do alcantil.<sup>10</sup>  
 Amo-a porque é a razão desta saudade,  
 Amo-a porque sem nome e sem vaidade <sup>11</sup>  
 É também um pedaço <sup>12</sup> do Brasil.

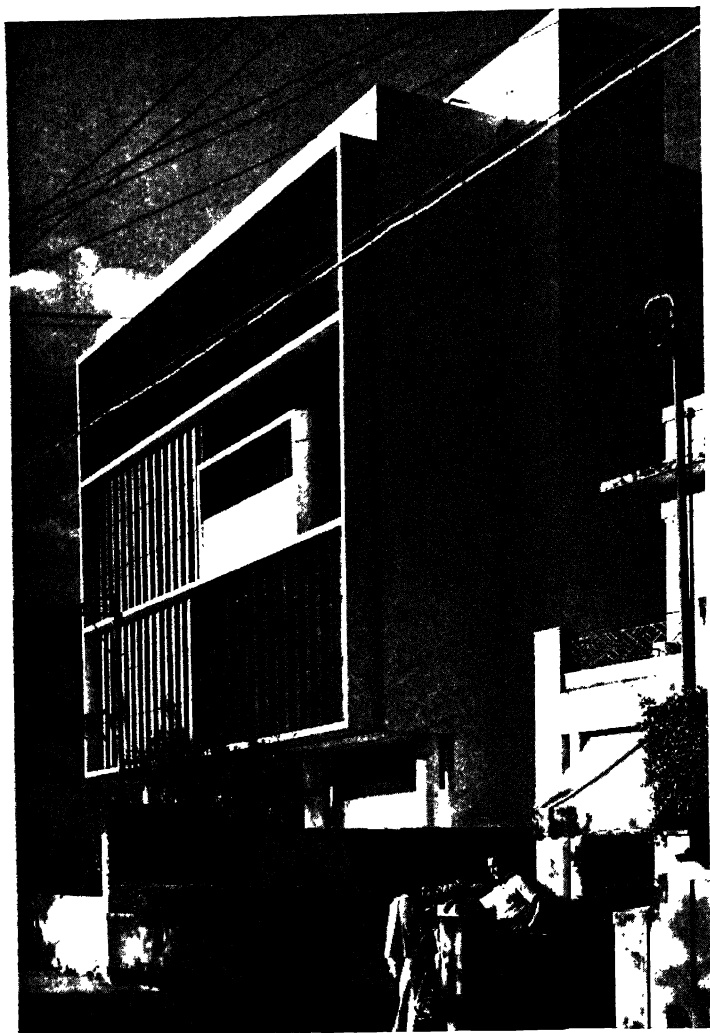
ADALBERTO MARROQUIM

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<sup>1</sup> acre. <sup>2</sup> humble. <sup>3</sup> condition. <sup>4</sup> encloses. <sup>5</sup> millionaire. <sup>6</sup> vegetation.  
<sup>7</sup> tenderness. <sup>8</sup> purity. <sup>9</sup> steepness. <sup>10</sup> cliff. <sup>11</sup> vanity. <sup>12</sup> piece.



CASA DE APARTAMENTOS, RIO DE JANEIRO



CASA PARA CRIANÇAS, RIO DE JANEIRO

## LESSON XXXVIII

## Adjectives

216. *Position of Adjectives*

To the rule that Portuguese descriptive adjectives usually follow their noun, there are these exceptions:

- a) A descriptive adjective usually precedes its noun if it does not distinguish one object from another but merely names a quality characteristic of the object. It is then often used in a figurative sense.

Compare:

a casa branca	<i>the white house</i>
a branca neve	<i>the white snow</i>
uma voz rouca	<i>a hoarse voice</i>
o rouco trovão	<i>the hoarse thunder</i>

- b) A few adjectives have one meaning before and another after their noun:

um grande homem	<i>a great man</i>
um homem grande	<i>a big man</i>
uma pobre mulher	<i>a poor (miserable) woman</i>
uma mulher pobre	<i>a poor (poverty-stricken) woman</i>
meu caro amigo	<i>my dear friend</i>
um cavalo caro	<i>a dear (expensive) horse</i>
vários papéis	<i>several papers</i>
papéis vários	<i>miscellaneous papers</i>

217. *Agreement of Adjectives*

To the rule that an adjective agrees in number with its noun, there are the following apparent exceptions.

- a) If an adjective modifies several singular nouns, the plural form of the adjective is used (see § 69).
- b) Sometimes a plural noun is modified by several singular adjectives. This occurs when each adjective modifies only one of the individuals denoted by the noun.

os volumes primeiro e segundo      *the first and second volumes*

(For other rules for adjectives, see: *Inflection*, §§ 66, 67, 135; *Position*, § 65; *Agreement*, §§ 68, 69.)

## 218. Comparison of Adjectives

Most Portuguese adjectives form the comparative degree by prefixing *mais*, *more*, to the positive: *rico*, *rich*; *mais rico*, *richer*. The superlative is made by prefixing the definite article or a possessive adjective to the comparative: *o mais rico*, *the richest*; *o meu livro mais interessante*, *my most interesting book*. In case the adjective is one that follows its noun, the article is placed in front of the noun and is not repeated before the adjective: *o livro mais interessante*.

In a true comparison, *than* is expressed by *que* or *do que*.

Note that *de* is used for English *in* after a superlative.

Este homem é rico.	<i>This man is rich.</i>
Este homem é mais rico que aquele.	<i>This man is richer than that one.</i>
Estes homens são os mais ricos do mundo.	<i>These men are the richest in the world.</i>
João é o meu amigo mais íntimo.	<i>John is my most intimate friend.</i>

When there is no real comparison, *most* may be expressed by *muito* or the suffix *-íssimo*; *é muito útil*, or *é utilíssimo*, *it is most useful*.

## 219. Review of Second and Third Conjugations

Study the regular verbs of the second and third conjugations, § 271.

## EXERCISES

agradável [əgrədavel] <i>pleasant,</i> <i>agreeable</i>	engraçado, -a [ɛŋgrəsadu, -ə] <i>funny, amusing</i>
baixo, -a [baĩʃu, -ə] <i>low</i>	a laranja [lɐrɐ̃ʒɐ] <i>orange</i>
cair [kɐir] <i>to fall</i>	o mundo [mũdu] <i>world</i>
o caminho [kɐmĩnu] <i>road; way</i>	a parte [partɪ] <i>part</i>
caro, -a [karu, -ə] <i>dear; expen-</i> <i>sive</i>	pobre [pɔbrɪ] <i>poor</i>
a cesta [sɛstɐ] <i>basket</i>	a praia [praĩʃ] <i>beach</i>
continuar [kɔntĩnuar] <i>to con-</i> <i>tinue</i>	verdadeiramente [vɛrdɐdɛĩrɐ- mẽntɪ] <i>really, truly</i>
desembarcar-se [dɪzẽmbɐrkar-sɪ] <i>to disembark, get off (boat)</i>	verdadeiro, -a [vɛrdɐdɛĩru, -ə] <i>real, genuine (before noun);</i> <i>true (after noun)</i>

A. Give the feminine of the following adjectives: branco, fácil, espanhol, português, inteligente, aplicado, cortês, trabalhador (*hardworking*); the plural of the following: difícil, inglês, azul, vermelho, trabalhador, agradável.

B. Study: 1. Depois de ter visitado a cidade de Vitória, os três amigos continuaram a viagem para o norte. 2. Começava a cair a tarde quando o navio entrou na baía de Todos os Santos, onde se acha a cidade do Salvador, capital do Estado da Baía. 3. Mas há uma coisa que não compreendo — exclamou João; — é isto: 4. Nos Estados Unidos chamamos a esta cidade Baía, escrita geralmente Bahia, mas você a chamou Salvador. 5. Emílio respondeu, riendo: — O senhor tem razão. O verdadeiro nome desta cidade é São Salvador da Baía. 6. Pode chamá-la São Salvador ou Salvador, ou Baía, como quiser. 7. E esta cidade de dois nomes — continuou Emílio — é verdadeiramente duas cidades. 8. A parte que está situada na praia se chama « Cidade Baixa », e a outra, mais alta, chama-se « Cidade Alta ». 9. Mas como se vai da parte baixa à parte mais alta? — perguntou Luis; — seria muito inconveniente ir a pé. 10. É muito fácil — respondeu Emílio; — há um elevador que sube à Cidade Alta. 11. É engraçado, não é — disse João — ter que tomar um elevador para ir duma parte da cidade à outra. 12. Não seria engraçado — disse Luiz — se tivesse que ir a pé, porque o caminho é muito difícil para subir. 13. Neste momento o navio chegou ao cais, e os passageiros começavam a desembarcar-se. 14. Pelo cais havia muitos homens vendendo laranjas, que traziam em grandes cestas. 15. São boas essas laranjas que estão vendendo êsses homens? — perguntou Luiz. Se são boas!

— exclamou Emílio; — estas são as laranjas da Baía, as mais gostosas do mundo!

C. *Answer the following questions:* 1. Que cidade visitaram os três amigos antes de continuar a viagem? 2. Entrou o navio na baía de Todos os Santos pela manhã ou pela tarde? 3. Como se sabe? 4. O que não compreendeu João? 5. Como é que a cidade tem dois nomes? 6. Como se chamam as duas partes da cidade? 7. Como se vai da parte baixa à parte alta? 8. Que pensava Luiz disso? 9. O que vendiam os homens? 10. Em que as traziam? 11. Que perguntou Luiz? 12. Que lhe respondeu Emílio?

D. *Write in Portuguese:* 1. Brazil has many great men. 2. Isabel is the prettiest girl in the class. 3. My father is richer than yours. 4. He is the richest man in town. 5. Do you know the big man who is talking with that woman? 6. The poor woman is afraid that she is going to die. 7. Mr. Garcia is a poor man; we give him money for him to buy bread. 8. The first and second books were very interesting. 9. The house and the school are white; the handkerchiefs and the shirts are white too. 10. We took a pleasant walk through the garden. 11. This man is more pleasant than that one. 12. If the boat should arrive at the dock before six o'clock we could get off. 13. When my dear friend borrows money from me (*indir. obj.*) he is truly a dear friend. 14. The men were selling oranges to the passengers. 15. They carried the oranges in big baskets. 16. Louis asked Emílio if the oranges were good. "If they are good," he said, "I shall buy five or six." 17. If he had known that the oranges of Baía were the most appetizing in the world he would not have failed to buy many of them.

## Leitura

### CANÇÃO DO EXÍLIO <sup>1</sup>

Minha terra tem palmeiras,<sup>2</sup>  
Onde canta o Sabiá<sup>3</sup>;  
As aves<sup>4</sup> que aqui gorgeiam,<sup>5</sup>  
Não gorgeiam como lá.

Nosso céu tem mais estrelas,  
Nossas varzeas<sup>6</sup> têm mais flores,<sup>7</sup>

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<sup>1</sup> *Canção do Exílio, Song in Exile* (written while the author was far from Brazil). <sup>2</sup> *palm trees*. <sup>3</sup> *Sabiá*, kind of Brazilian robin. <sup>4</sup> *birds*. <sup>5</sup> *gorgeiam*, from *gorgear*, to *warble*. <sup>6</sup> *fields*. <sup>7</sup> *flowers*.

Nossos bosques <sup>1</sup> têm mais vida,  
 Nossa vida mais amores.<sup>2</sup>

Em scismar,<sup>3</sup> sòsinho,<sup>4</sup> à noite,  
 Mais prazer encontro eu lá;  
 Minha terra tem palmeiras,  
 Onde canta o Sabiá.

(A seguir)

## LESSON XXXIX

### 220. Comparison of Adjectives (continued)

The following adjectives are compared irregularly:

bom, melhor, o melhor, *good, better, the best*

mau, peor, o peor, *bad, worse, the worst*

grande { mais grande, o mais grande, *large, larger, the largest*  
 maior, o maior, *large, larger, the largest*

pequeno { mais pequeno, o mais pequeno, *small, smaller, the smallest*  
 menor, o menor, *small, smaller, the smallest*

muito, mais, *much, more or most*

pouco, menos, *little (few), less (fewer) or least (fewest)*

1. Maior means *larger* and menor *smaller*, in quantitative expressions such as *em maior (menor) quantidade, in larger (smaller) quantity*.
2. *Most*, used with a noun or a pronoun, is generally expressed by *a maior parte (de): a maior parte dos meus livros, most of my books*.

### 221. Comparison of Adverbs

Portuguese adverbs are compared like Portuguese adjectives.

depressa, mais depressa, (o) mais depressa, *fast, faster, (the) fastest*

The article is used with a superlative adverb only when the adverb is followed by *possível* or a like expression:

Paulo é quem mais estuda.

*Paul is the one who studies most.*

Cheguei o mais cedo possível.

*I came as soon as possible.*

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<sup>1</sup> woods.    <sup>2</sup> love.    <sup>3</sup> to ponder.    <sup>4</sup> alone, lonely.



222. *Irregular Comparison of Adverbs*

The following adverbs are compared irregularly:

bem, melhor, (o) melhor, *well, better, (the) best*  
 mal, peor, (o) peor, *badly, worse, (the) worst*  
 muito, mais, (o) mais, *much (a great deal), more, (the) most*  
 pouco, menos, (o) menos, *little, less, (the) least*

223. "*The . . . the*" Followed by Comparatives

Correlative *the . . . the*, followed by comparatives, are usually expressed in Portuguese by *quanto . . . (tanto)*. *Tanto* is often omitted.

Quanto mais ganha, (tanto) mais	<i>The more he earns, the more he</i>
gasta.	<i>spends.</i>
Quanto menos tem, menos quer.	<i>The less he has, the less he wants.</i>

224. "*Than*" in Comparisons

As stated in § 218, *than* in comparisons is expressed by either *que* or *do que*. But the following cases should be noted:

- If *than* is followed by a clause (containing a verb), the *do que* form is preferable.
- When *than* is followed by a definite number, *de* is used.

João é mais alto (do) que Maria.	<i>John is taller than Mary.</i>
Faz mais frio do que o senhor pensa.	<i>It is colder than you think.</i>
Ela tem menos de dez anos.	<i>She is less than ten years old.</i>

225. *Review of Orthographic Changes*

Study orthographic changes in verb stems (§§ 273-275).

## EXERCISES

abrançar [ɐbrɐ̃ʒɐɐ] to include, embrace	o escritor [ɪskɾitor] writer, author
barato, -a [bɐɾatu, -ɐ] cheap	a estrada (de rodagem) [ɪstradɐ (dɪ rrudazɐi)] highway, motor road
a delícia [dɪlisɪɐ] delicacy, delight	o mato [matu] brush, undergrowth
embarcar [ɛmberkar] to embark, get on	o motorista [muturistɐ] driver, mo- torman

o ônibus [onibus] <i>autobus</i> , "bus"; pl. ônibus	resolver [rrízulver] <i>to resolve, settle</i> sêco, sêca, secos, secas [seku, -a, etc.] <i>dry</i>
a passagem [pəsaʒɐ̃] <i>passage, fare</i>	o sertão [sirtɐũ] <i>semiarid region</i> of brush in Brazil
o povo [povu] <i>people</i> ; pl. povos [povus]	o transporte [trɛspɔrtɐ̃] <i>transporta-</i> <i>tion</i>
povoado, -a [puvúadu, -a] <i>peo-</i> <i>pled, populated</i>	o viajante [vɪɛʒɐ̃ntɐ̃] <i>traveler</i>
o problema [prublemɐ̃] <i>problem</i>	
a região [rríʒiẽũ] <i>region</i>	

a caminho de *on the way to*; ouvir dizer *to hear, hear it said*; que há de notável? <sup>1</sup> *what is there unusual?* dêsse (dêste) modo *in that (this) way*; só (*adv.*) [sɔ] *only, just* (with a numeral)

A. *Express in Portuguese*: the most intelligent pupil; as slow as possible; the best pen; the largest city in Brazil; faster; more than twenty; the sooner the better; this boy is smaller; the worst pencil; my oldest aunt.

B. *Study*: 1. Os três viajantes se divertiram muitíssimo na Baía; Luiz comeu mais de vinte laranjas num só dia. 2. Quando chegaram à cidade de Aracajú, Emílio propôs que deixassem o navio para tomar o trem. 3. Disse que havia uma linha da estrada de ferro correndo entre Aracajú, capital do Estado de Sergipe, e Penedo. 4. De ali até Maceió há uma estrada de rodagem, de modo que poderão viajar de ônibus. 5. Muito bem — disse João; — dêsse modo veremos mais do país do que se viajássemos de trem ou de navio. 6. Meia hora depois embarcaram num ônibus, chamado uma «sopa», e estavam a caminho de Maceió. 7. Porque chamam aqui os ônibus de sopa? — perguntou Emílio ao motorista. 8. Porque estas linhas vieram resolver o problema do transporte nas regiões sem estrada de ferro. 9. Como as passagens são muito baratas, o povo que não pode andar de automóvel acha as viagens uma verdadeira delícia — uma «sopa», como dizem. 10. É só aqui que dão aos ônibus esse nome? — tornou a perguntar Luiz. 11. Não — respondeu o motorista; — em outros lugares, segundo ouvi dizer, são conhecidos assim. 12. Acho engraçadíssimo chamar «sopa» a um ônibus — exclamou Luiz; — tenho viajado no mar e no ar, mas esta é a primeira vez que viajo na sopa. 13. Que há de notável para ver por aqui? — perguntou João ao Emílio. 14. Vamos passar pelo sertão — respondeu este. 15. Queira explicar-me o que é o sertão — disse João. 16. O sertão — explicou Emílio

<sup>1</sup> The same construction may be made with any other adjective.

— é uma região do Nordeste que é muito seca, coberta de mato, e pouco povoada. 17. Os habitantes do sertão são chamados sertanejos. 18. Muitas pessoas pensam que é mais interessante do que tôdas as outras regiões do Brasil. 19. O sertão abrange a maior parte de três ou quatro estados. Muitos escritores brasileiros, como Viriato Correia e Euclides da Cunha, têm escrito histórias interessantes sobre o sertão. 20. O senhor gostará muito de as ler quando souber ler bem o português. 21. Quanto mais viajo, (tanto) mais aprendo — disse João.

C. *Answer the following questions:* 1. Quantas laranjas comeu Luiz num só dia? 2. Quando chegaram a Aracajú o que propôs Emílio? 3. Porque queria João viajar de ônibus? 4. Porque os ônibus são chamadas «sopa»? 5. Que pensava Luiz dêsse nome? 6. Por qual região vão passar? 7. Explique o senhor o que é o sertão. 8. Como se chamam os habitantes do sertão? 9. O que pensam muitas pessoas? 10. Quais escritores têm escrito histórias sobre o sertão? 11. Quando gostará João de as ler? 12. Porque é bom viajar muito?

D. *Write in Portuguese:* 1. Some people think that the *sertão* is the most interesting region in Brazil. 2. The highways in the United States are better than in Brazil. 3. I have lost most of my money. 4. Brazil is larger than the United States. 5. He has fewer friends now than he used to have. 6. The more I study, the more I find there is to learn. 7. What is there interesting to see in this city? 8. I like to travel by autobus because one gets better acquainted with the country. 9. I heard that the winter in Rio de Janeiro is more agreeable than in New York. 10. The boy is less than sixteen years old. 11. He speaks Portuguese better than I. 12. But he speaks it worse than he thinks. 13. Do the autobuses go faster in Brazil than in the United States? 14. The more he talks the more errors he makes. 15. The *sertão* is drier than the other regions of Brazil. 16. Please be back as soon as possible. 17. We got on the train and soon were on the way to Bahia. 18. He walked all the distance in just one day.

## Leitura

Minha terra tem primores,<sup>1</sup>  
Que tais<sup>2</sup> não encontro eu cá<sup>3</sup>;  
Em scismar, — sôsinho, à noite —  
Mais prazer encontro eu lá;

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<sup>1</sup> excellences, delights.    <sup>2</sup> such, the like.    <sup>3</sup> here.

Minha terra tem palmeiras,  
Onde canta o Sabiá.

Não permita Deus que eu morra,  
Sem que eu volte para lá;  
Sem que desfrute <sup>1</sup> os primores  
Que não encontro por cá;  
Sem qu'inda <sup>2</sup> aviste <sup>3</sup> as palmeiras,  
Onde canta o Sabiá.

ANTONIO GONÇALVES DIAS

## LESSON XL

### Personal Pronouns

#### 226. Subject and Object Personal Pronouns

The Portuguese personal pronouns used as the subject or object of verbs are:

#### SINGULAR

SUBJECT	DIRECT OBJECT	INDIRECT OBJECT
eu, <i>I</i>	me, <i>me</i>	me, <i>to me</i>
tu, <i>thou</i>	te, <i>thee</i>	te, <i>to thee</i>
êle, <i>he, it</i>	o (lo, no), <sup>4</sup> <i>him, it</i>	lhe { <i>to him, to it</i>
ela, <i>she, it</i>	a (la, na), <i>her, it</i>	{ <i>to her, to it</i>

#### PLURAL

nós, <i>we</i>	nos, <i>us</i>	nos, <i>to us</i>
vós, <i>you</i>	vos, <i>you</i>	vos, <i>to you</i>
êles } <i>they</i>	os (los, nos) <sup>4</sup> }	lhes, <i>to them</i>
elas }	as (las, nas) }	

<sup>1</sup> desfrute, from desfrutar, *to enjoy*. <sup>2</sup> qu'inda, poetic license for *que ainda*.  
<sup>3</sup> aviste, from avistar, *to glimpse*. <sup>4</sup> For the use of lo, la, los, las, no, na, nos, nas, see § 114.

English *it*, as subject, is usually not expressed at all in Portuguese. As direct object it is *o* (lo, no) or *a* (la, na), according to the gender of the Portuguese word to which it refers.

Relampeja, chove, neva.	<i>It lightens, rains, snows.</i>
Achei o livro; achei-o.	<i>I found the book; I found it.</i>
Vendi a casa; vendi-a.	<i>I sold the house; I sold it.</i>
Não o cremos.	<i>We do not believe it.</i>

## 227. O senhor, a senhora, V. Ex.<sup>a</sup>, V. S.<sup>a</sup>. = *You* (see § 73)

### SINGULAR

SUBJECT		DIRECT OBJECT		INDIRECT OBJECT
o senhor, a senhora	} <i>you</i>	<i>m. o</i> (lo, no)	} <i>you</i>	<i>lhe, to you</i>
Vossa Excelência				
Vossa Senhoria		<i>f. a</i> (la, na)		
Você				

### PLURAL

os senhores, as senhoras	} <i>you</i>	<i>m. os</i> (los, nos)	} <i>you</i>	<i>lhes, to you</i>
Vossas Excelências				
Vossas Senhorias		<i>f. as</i> (las, nas)		
Vocês				

## 228. *Meaning and Use of se*

*Se* = *himself, herself, oneself, itself, yourself, themselves, yourselves* (see § 111).

- a) *Se*, with a singular verb, sometimes has the force of English *one, people*, etc., used as indefinite pronouns.

Diz-se.	<i>One says.</i>
Crê-se que é verdade.	<i>People believe that it is true.</i>

- b) Some intransitive verbs may be used as reflexives, with change of meaning.

<i>ir, to go</i>	<i>ir-se (embora), to go away</i>
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## 229. *Review of Pronouns*

Review §§ 118–120 for the prepositional forms of the pronouns.

## 230. *Study of servir, dormir, and cobrir*

Study the inflection of *servir, dormir, and cobrir* (§ 286, b).

## EXERCISES

aceitar [ʔsɛitʔr] <i>to accept</i>	duce (but never with persons, in the sense of presenting)
apreciar [ʔpriʃiʔr] <i>to appreciate</i>	
bastante [bʔstɛnti] <i>enough</i>	o mate [mat] } kind of
a carreira [kʔrɛiʔrɛ] <i>route, trip</i>	a erva-mate [ɛrvɛ-mat] } herb tea
o chá [ʃa] <i>tea</i>	obter [obtɛr] <i>to obtain</i>
confortável [kʔfɔrtavɛl] <i>comfort- able</i>	parecer [pʔrɛsɛr] <i>to appear, seem</i>
convidar [kʔvidʔr] <i>to invite</i>	passar [pʔsiʔr] <i>to walk, stroll; drive</i>
o convite [kʔviti] <i>invitation</i>	percorrer [pʔrkurrɛr] <i>to go through, traverse</i>
o dedo [dɛdu] <i>finger</i>	
a fronteira [frʔntɛiʔrɛ] <i>frontier</i>	a povoação [pʔvʊʔsɛu] <i>town</i>
importar [impʊrtʔr] <i>to be impor- tant, matter</i>	uruguaiano, -a [urʊgʊʔʃɛnu, -ɛ]
introduzir [intʊdʊzɛr] <i>to intro-</i>	<i>Uruguayan</i>

que lhe parece? *what do you think? what is your idea?* pois sim *yes indeed* (cf. pois não, *certainly*); de vez em quando *from time to time*; pôr-se em movimento *to start off*

A. Give the Portuguese equivalents for the following: with us; for you; I found it (*m.*); to sell them (*f.*); give it to him; they found them (*m.*); for me; with you (*m. sing.*); by them (*f.*); for himself; do not give it to me; he got up; they went away; people say; write to them (*m.*).

B. Study: 1. A mim me parece — disse Luiz — que temos visto bastante do Norte do Brasil. 2. Desejaria visitar alguns dos estados do Sul; diz-se que há coisas muito interessantes para ver naquela região. 3. Mas é possível que Emílio nos acompanhasse? já tem viajado muito tempo conosco; que lhe parece, amigo? — perguntou ao Emílio. 4. Pois sim — respondeu este; — irei com muito gosto com eles. 5. Os ônibus que fazem a carreira entre São Paulo e a fronteira uruguaiana são grandes e confortáveis, mas é muito longe. 6. Não me importa a mim — disse João; — podemos descer de vez em quando. 7. Ao comprar as passagens, o Emílio tratou de obter lugares junto às janelas, para que os americanos pudessem apreciar melhor o caminho a percorrer. 8. Mal chegaram à estação dos ônibus, os três amigos instalaram-se nos seus lugares, e o ônibus se pôs em movimento. 9. Pela tarde chegaram numa pequena povoação, e resolveram descer do ônibus para passar a noite ali. 10. Um homem os viu passeando pelas ruas, e sabendo que eram estrangeiros, os convidou

a « matear » com éle. 11. O que quer dizer « matear »? — perguntou João ao Emílio. 12. Quer dizer tomar mate, ou erva-mate, com éle. O mate, ou a erva-mate, é o chá que se faz das folhas duma árvore. 13. Olhem ali — continuou Emílio apontando com o dedo; — aquelas árvores que os senhores estão vendo são as árvores que produzem a erva-mate. 14. Esta bebida se usa muito no Sul do nosso país. 15. Agora sei o que é — exclamou João; — há três ou quatro anos, uma companhia americana tratou de introduzir o uso desta bebida nos Estados Unidos. 16. Os três amigos aceitaram com prazer o convite; acharam o homem muito agradável, mas os americanos não gostaram do mate.

C. *Answer the following questions:* 1. Qual região desejava Luiz visitar? 2. Porquê? 3. Como são os ônibus que fazem a carreira entre São Paulo e a fronteira uruguaiana? 4. O que não importava ao João? 5. Que tratou Emílio de fazer ao comprar as passagens? 6. Porque fêz isso? 7. Aonde chegaram pela tarde? 8. Que resolveram fazer? 9. Quem os viu? 10. Que faziam eles quando éle os viu? 11. O que sabia éle? 12. O que fêz o homem? 13. O que quer dizer « matear »? 14. Como se faz a erva-mate? 15. Gostaram os americanos do mate?

D. *Write in Portuguese:* 1. He bought the oranges for himself, not for you. 2. If he had some money he would give it to us. 3. It seems to me that you are becoming angry. 4. The boat drew away from the dock, and the passengers began waving their handkerchiefs. 5. It is said that Rio de Janeiro is the most beautiful city in the world. 6. What do you think, John? Is it possible for you to take the trip with me? 7. I asked him to lend me (some) money; he lent it to me. 8. Is there a line of buses running between São Paulo and Santos? 9. Yes indeed, and the buses are large and comfortable. 10. Do not talk with the driver; it is forbidden to talk with him. 11. This basket of oranges is for us; Louis bought it. 12. They gave it to some poor children. 13. Why did they give it to them? 14. He wants to buy it, but he hasn't enough money. 15. If you wish, I shall go with you (*f. pl.*). 16. In the United States it is believed that the United States is larger than Brazil. 17. Where did you find the book? 18. We found it in the same place where he put it.

## Leitura

Alberto dos Santos Dumont nasceu no Estado de Minas Gerais, Brasil, em 20 de julho de 1873. Estudou nas escolas de São

Paulo, e tendo feito estudos especiais, partiu para Paris no intuito <sup>1</sup> de mandar construir um balão <sup>2</sup> munido <sup>3</sup> de um motor e de um propulsor <sup>4</sup>; com efeito, <sup>5</sup> em 4 de julho de 1898, elevou-se ao ar. <sup>6</sup>

Venceu <sup>7</sup> em seguida várias provas, <sup>8</sup> dentre <sup>9</sup> as quais a do SANTOS DUMONT, em 1901, contornando <sup>10</sup> a Torre Eiffel <sup>11</sup> e voltando ao ponto de partida <sup>12</sup>: estava descoberta a dirigibilidade <sup>13</sup> dos balões. <sup>2</sup> No dia 23 de outubro de 1906, na mesma cidade, conseguiu realizar <sup>14</sup> num aeroplano um vôo <sup>15</sup> de 25 metros, demonstrando assim que um aparelho <sup>16</sup> mais pesado <sup>17</sup> que o ar podia elevar-se na atmosfera. Santos Dumont é chamado « o pai da aviação ».

## REVIEW LESSON VIII

*Write in Portuguese:* 1. If I had more friends I should be happy. 2. If I have the chance I shall speak to him. 3. They were hardly on board when they became seasick. 4. You ought to go in the opposite direction if you wish to get to the dock. 5. John is my best friend; he is also the hardest working student in the class. 6. He is a real Brazilian; he likes to drink mate. 7. Elizabeth is a most beautiful and intelligent girl. 8. These boys and girls are good and industrious. 9. New York is the largest city in the United States; it is larger than Rio de Janeiro. 10. The *sertão* includes the larger parts of four states. 11. Would you like to go with me? Yes indeed, I should like to go with you. 12. Give it to me; let's give it to them (*f.*). 13. The *sertão* is a region covered with brush, very dry, and not much inhabited. 14. He bought this book for himself; he did not buy it for me. 15. The driver explained to them why the autobuses were called soup. 16. Louis thought that that was very funny, didn't he? 17. I heard that they drink a great deal of mate in southern Brazil. 18. One can go from New York to Rio de

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<sup>1</sup> no intuito, with the intention. <sup>2</sup> balloon. <sup>3</sup> equipped. <sup>4</sup> propeller.  
<sup>5</sup> com efeito, indeed. <sup>6</sup> air. <sup>7</sup> Venceu, from vencer, to win. <sup>8</sup> competitions, races. <sup>9</sup> among. <sup>10</sup> circling. <sup>11</sup> Eiffel Tower. <sup>12</sup> ponto de partida, point of departure. <sup>13</sup> dirigibility. <sup>14</sup> conseguiu realizar, succeeded in making.  
<sup>15</sup> flight. <sup>16</sup> machine. <sup>17</sup> heavy.



Janeiro in only four days. 19. The autobuses are comfortable and the highways are good. 20. The fares on the buses are very cheap, so that the people can travel more than formerly. 21. I asked him for less than ten dollars (*dólares*), but he wasn't willing to lend them to me. 22. This book is for you to read. 23. I wish that I had more knowledge! 24. The more I study the less I know. 25. If we had a boat we could fish in the lake. 26. If I am back within an hour I shall have dinner with you. 27. In the distance they saw the beach; further yet they could see the mountains. 28. Brazil is bounded by Argentina and Uruguay, two foreign countries. 29. The sea was very rough when the boat pulled away from the wharf. 30. This poor woman's husband died yesterday.

## LESSON XLI

### 231. *Personal Pronouns* (continued) (Review §§109, 110, 111, 160)

- a) A Portuguese personal pronoun, used as object of a verb, usually follows its verb, being attached to it by a hyphen.

Tenho-o.                      *I have it.*

- b) But in a negative sentence the object personal pronoun precedes the verb, and, in general, it may precede the verb if the sentence begins with a pronoun, with a conjunction, an adverb, etc. The object personal pronoun cannot be in the sentence.

Não o tenho.	<i>I haven't it.</i>
Todos se enganam.	<i>All are mistaken.</i>
Quem me chama?	<i>Who calls me?</i>
Como se enganam os homens!	<i>How men are mistaken!</i>
Sempre me levanto cedo.	<i>I always get up early.</i>

1. With an affirmative verb in the future or conditional indicative the pronoun is usually placed between the infinitive stem and the inflectional ending instead of after the verb:

Responder-nos-á.                      *He will answer us.*

2. With compound tenses the pronoun object is placed after or before the auxiliary verb:

Tenho-o sabido.	<i>I have known it.</i>
Não o tenho sabido.	<i>I have not known it.</i>

3. The pronoun object may precede or follow the infinitive:

Em vez de se colocar . . .	} <i>Instead of being placed . . .</i>
Em vez de colocar-se . . .	

### 232. *Emphatic Forms of the Personal Pronoun*

If English *myself*, *thysself*, *himself*, etc. are emphatic, they are expressed in Portuguese by the reflexive pronoun in the prepositional form modified by *mesmo* (-a, -os, -as), which modifies the object pronoun used with the verb.

Engano-me a mim mesmo.	<i>I deceive myself.</i>
Ela escarnece-se a si mesma.	<i>She makes fun of herself.</i>

### 233. *Pronoun with Reflexive and Reciprocal Verbs*

In the plural a reflexive verb may become reciprocal. Usually no distinction of form is made in Portuguese between reflexive and reciprocal verbs; thus *enganamo-nos* may mean *we deceive ourselves* or *we deceive each other* or *one another*. But a reciprocal verb may be made explicit by the use of *um ao outro*, *um de outro*, etc.

Enganam-se um ao outro.	<i>They deceive each other.</i>
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### 234. *Definite Article in Apposition with Personal Pronoun*

The definite article is required before a noun used in apposition with a personal pronoun.

Nós os alunos desejamos férias.	<i>We students desire a vacation.</i>
V. Ex <sup>as</sup> . as senhoras nunca murmuram umas das outras.	<i>You women never gossip about one another.</i>

### 235. *Study of crer, cair, recluir, and copiar*

Study the inflection of *crer* (§ 299), *cair* (§ 277), *recluir* and *copiar* (§ 282).

## EXERCISES

ajudar [ɐʒudar] <i>to help</i>	a consequência [kõsíkũẽsiɐ] <i>consequence</i>
além disso [alẽi disu] <i>moreover, besides</i>	a importância [ĩpurtẽsiɐ] <i>importance</i>
apesar de [ɐpĩzar di] <i>in spite of, although</i>	pouco [poku] ( <i>adv.</i> ) <i>with an adjective may have a negative sense of not very</i>
chuvoso, -a [ʃuvõzu, ʃuvõzɐ, etc.] <i>rainy</i>	

A. *Express in Portuguese, omitting the pronoun subject:* he has it; I shall write to them (*m.*); we do not see it; I have bought them (*m.*); who called me? we shall do it; they are talking to one another; we Americans; when did he buy it? we shall give it to them (*f.*); he bought it for himself; we have not seen it.

B. *Study:* 1. Os três amigos têm acabado a sua viagem por algumas partes do Brasil, e agora estão de volta em São Paulo. 2. O Emílio os convidou a fazer-lhe uma visita. 3. Os dois americanos já conheceram o pai e a mãe de Emílio, e aceitaram o convite com muito gosto. 4. Chegados à casa, foram recebidos pela mãe, a senhora Isabel. 5. Bons dias, minha senhora — disseram João e Luiz; — como está a senhora? 6. Bons dias, senhores — respondeu ela. — Estou boa, obrigada; e os senhores, como passam? 7. Não estou muito bom — disse João; — tenho estado constipado há algum tempo. 8. Oxalá que não seja nada de importância — disse a senhora; — sem dúvida é uma consequência do mau tempo. 9. Sem dúvida, senhora; apesar de estarmos em verão, os dias estão frios e chuvosos como em novembro. 10. É verdade; tem sido um verão pouco agradável; mas queira dizer-me o que faziam para se falar um ao outro. 11. Meu filho fala muito pouco o inglês, e os senhores têm estado só pouco tempo aqui no nosso país. 12. Não era difícil, senhora; um dia nos falávamos um ao outro em português, e o outro em inglês. 13. Dêsse modo o seu filho aprendeu a falar bem o inglês, e nós os americanos tivemos a ocasião de falar e de ouvir falar português. 14. Além disso não pensava ninguém só em si mesmo; mas nós pensávamos em ajudar-nos um ao outro. 15. Muito bem — respondeu a senhora; — e os senhores ficam contentes com o Brasil e os brasileiros? 16. Sim, minha senhora! — exclamaram os dois americanos. — Ficamos muito contentes com êle e com êles. Temos achado o povo brasileiro muito bom e agradável.

C. *Answer the following questions:* 1. Onde estão os três amigos? 2. Já conheceram João e Luiz aos pais de Emílio? 3. Aceitaram o

convite? 4. Quem os recebeu? 5. Que lhe disseram os americanos? 6. Que lhes respondeu ela? 7. Porque o João não estava bom? 8. O verão tem sido agradável? 9. Como faziam para se falar um ao outro? 10. Porque faziam assim? 11. Que lhes perguntou a senhora? 12. Com que ficavam contentes os americanos?

D. *Write in Portuguese:* 1. If that man thinks that, he is deceiving only himself. 2. The two friends got angry with (com) each other. 3. How have you known it? 4. Instead of getting up he kept on sleeping. 5. He will not fail to do it. 6. The two Americans spoke Portuguese to each other in order to learn it. 7. In this way they learned many new words. 8. They had already known (*use pret.*) her before she invited them to dinner. 9. My friend and I gave each other some books. 10. This man never thinks about his friends; he is always thinking about himself. 11. John and Emilio took leave of (de) each other and went away. 12. They will never see each other again. 13. I shall see him in Santos next year. 14. If he were here I should introduce you to him. 15. If I had known it I should have said nothing.

## Leitura

Euclides da Cunha, um dos mais grandes escritores brasileiros, foi engenheiro.<sup>1</sup> Nasceu em Cantagalo, no Estado do Rio de Janeiro, no ano de 1866. Como enviado<sup>2</sup> do jornal « O Estado de São Paulo », assistiu à<sup>3</sup> guerra de Canudos, que terminou<sup>4</sup> em fins<sup>5</sup> de 1897. No sertão de Baía, um fanático<sup>6</sup> amotinou<sup>7</sup> o seu povo,<sup>8</sup> em Canudos. Chamavam-no Antonio Conselheiro. Foram precisas<sup>9</sup> quatro expedições para vencer<sup>10</sup> os sertanejos. Euclides da Cunha escreveu a história dessa guerra, com a descrição<sup>11</sup> do terreno e do meio.<sup>12</sup> Esse livro chama-se *Os Sertões*, e é considerado o mais bem escrito livro brasileiro sobre coisas do Brasil. Euclides da Cunha morreu assassinado<sup>13</sup> no Rio de Janeiro em 1909.

<sup>1</sup> engineer. <sup>2</sup> representative. <sup>3</sup> assistiu à, from *assistir a*, to be present at. <sup>4</sup> terminou, from *terminar*, to end. <sup>5</sup> em fins, towards the end. <sup>6</sup> fanatic. <sup>7</sup> amotinou, from *amotinar*, to arouse. <sup>8</sup> people. <sup>9</sup> necessary. <sup>10</sup> to conquer. <sup>11</sup> description. <sup>12</sup> terreno . . . meio, country . . . environment. <sup>13</sup> assassinated.

## LESSON XLII

## Definite Article

236. *Uses of the Definite Article*

The definite article is required:

- a) With an adjective of nationality used to denote a language, except after *falar* or *em* (§ 136); with a noun used in a general sense to denote all of the thing or kind it names (§ 141, a); with a proper noun modified by a title or a descriptive adjective, except in direct address (§ 141, b); before a possessive adjective or pronoun (§ 84); instead of a possessive adjective, when speaking of parts of the body or articles of clothing, etc. (§ 146); with expressions of time modified by *próximo*, *passado*, and the like (§ 164).

- b) With names of many countries, but not with **Portugal**.

Fala-se italiano na (or em) Italia.      *Italian is spoken in Italy.*

Fala-se português em Portugal.      *Portuguese is spoken in Portugal.*

Names of cities, as a rule, do not take the article, but to this rule a *Baía*, a *Havana*, o *Rio de Janeiro*, and a few others are exceptions.

- c) With an infinitive.

O falar demasiado é um vício.      *To talk too much is a vice.*

- d) To express measure.

dez centavos a dúzia      *ten cents a dozen*

a dólar o metro      *at a dollar a meter (a yard)*

- e) With an adjective used as a noun.

o bom e o útil      *the good and the useful*

237. *Study of ter and haver*

Study the inflection of *ter* (§ 291) and *haver* (§ 293).

## EXERCISES

abraçar [əbrasar] <i>to embrace</i>	o eixo [eʃu] <i>axis, axle</i>
o afecto [əfetu] <i>affection</i>	ganhar [gənar] <i>to gain, get, acquire</i>
agradecer [əgrədiser] <i>to thank</i> (the thing is direct object, the person thanked indirect)	gozar (de) [guzar] <i>to enjoy</i>
aliado [əliadu] <i>ally</i>	a guerra [gerre] <i>war</i>
atento, -a [ətēntu, -ə] <i>devoted,</i> <i>courteous</i>	a lembrança [lēmbrēsə] <i>memory;</i> <i>pl. regards</i>
declarar-se [dɛklərar-sɪ] <i>to be de-</i> <i>clared, break out</i>	querido, -a [kɛridu, -ə] <i>dear</i>
	útil [util] <i>useful</i>

E.U.A. U.S.A.; fazer falta a *to miss* (the person missed is subject of the verb, and the English subject is indirect object: *ela me faz falta, I miss her, need, lack*; *Il<sup>mo</sup>. Snr. (Sr.) or Il<sup>ma</sup>. Snra. (Sra.) for Ilustríssimo Senhor, etc.*, forms used in addressing correspondence; (o) seu amigo muito atento *or* muito amigo *cordially yours*; ter saudades (de) *to long for, have fond memories of, be homesick for*; todo o mundo *everybody*; vir a (*infin.*) *to come to, get to (infin.)*

## A. Study:

## I

Hotel Tivoli, Rio de Janeiro  
2 de Setembro de 19—

## Minha querida Mãe:

Fiquei muito contente ao receber a sua carta antes de partirmos do Brasil. Pensamos embarcar amanhã de manhã, de modo que chegaremos em Nova-York a 15 dêste mês. Gozámos muitíssimo da nossa viagem, ainda que você e Papá nos fizessem falta; ganhámos muitos conhecimentos úteis sobre o Brasil e o povo brasileiro; além disso nos divertimos bem com os amigos que viemos a ter aqui. Creio que é muito importante, e agora mais que nunca, que nós os americanos conheçamos melhor êste grande país e o seu povo. Agora que a guerra se tem declarado entre o Brasil e os países do eixo, somos mais que amigos, somos aliados. Volto com muito prazer a meu país e a minha querida família, mas estou certo de que terei sempre saudades do Brasil.

Abraça-a com afecto o seu filho

João

Luiz manda lembranças.

## II

Hotel Tivoli, Rio de Janeiro  
2 de Setembro, 19—

Querido Emílio:

Escrevo-lhe estas poucas linhas para agradecer-lhe a sua bondade para nós durante a nossa visita. Sem o senhor não teríamos visto muitas coisas interessantes e úteis. Quando o senhor vier visitar o nosso país, espero ter o prazer de conduzi-lo por algumas partes dos Estados Unidos da América do Norte. Espero também que o senhor terá a bondade de escrever-me de vez em quando. Adeus, Brasil; e até logo, Emílio. Seu amigo muito atento,

LUIZ

No sobrescrito da sua carta, João escreveu: Il<sup>ma</sup>. Sra.

Isabel Doe  
155 Kensington Rd.  
Syracuse, N. Y.

E.U.A.

Luiz escreveu:

Il<sup>mo</sup>. Sr.  
Emílio da Cunha  
Rua da Glória, 33  
São Paulo

B. *Answer the following questions:* 1. A quem escreveu João uma carta? 2. De onde a escreveu? 3. Qual é a data da sua carta? 4. Porque ficou contente? 5. Quando pensam embarcar? 6. Quando chegarão em Nova-York? 7. O que ganharam da viagem? 8. Segundo éle o que é importante que os americanos façam? 9. Porque é muito importante agora? 10. Que terá sempre João? 11. Porque escreve Luiz ao Emílio? 12. Como o Emílio os ajudou? 13. Que prazer espera ter o Luiz?

C. *Write in Portuguese:*

65 Main Street, Cambridge, Mass.  
June 6, 19—

Dear John:

We embark tomorrow afternoon for our trip to Brazil. Everybody knows that Portuguese is spoken in Portugal, but many Americans do not know that it is also spoken in Brazil. Professor Jones explained that to us and we have been studying Portuguese with him. We find that speaking is more difficult than reading, but when we are in Brazil I think that we shall learn to speak it rapidly. We shall arrive at Bahia

before we get to Rio de Janeiro. I am certain that I shall gain much useful knowledge from this visit, and that I shall come to know the Brazilians better. I shall miss you on the trip, but I know that you will have a good time with your uncle in the country. Please write to me now and again; my father will give you my address.

Cordially yours,

LOUIS

D. *Write in Portuguese:* 1. Men like evil more than good. 2. I have a sore throat and a headache. 3. Next month we shall return to the United States. 4. He got angry when I told him he was worse than John. 5. But it didn't matter to me; I told him so again. 6. If your parents should care to come also, we shall receive them with pleasure. 7. On receiving the letter he opened the envelope. 8. I do not know how to thank you for your kindness to me. 9. If he becomes seasick he will not enjoy the trip. 10. I shall always have fond memories of Brazil.

## Leitura

Na época<sup>1</sup> do descobrimento tudo no Brasil era mistério.<sup>2</sup> Ninguém conseguia<sup>3</sup> penetrar-lhe no âmago.<sup>4</sup> Os que saíam em incursão<sup>5</sup> pelo interior, raramente voltavam. A exploração era muito difícil: não havia caminho, tudo matas virgens<sup>6</sup> impenetráveis.<sup>7</sup> Nêsse tempo o interior do Brasil só tinha feras<sup>8</sup> e índios. Os índios eram antropófagos, isto é, que comiam a carne de homens. O primeiro bispo<sup>9</sup> que veio de Portugal para o Brasil, D. Pedro Fernandes Sardinha, foi comido pelos índios.

Uma grande parte dessa região<sup>10</sup> foi explorada por Paulo Afonso, um sertanista<sup>11</sup> português, que no século dezesseis entrou pelas terras do Nordeste, descobrindo a cachoeira<sup>12</sup> que hoje tem o seu nome.

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<sup>1</sup> period. <sup>2</sup> mystery. <sup>3</sup> conseguia, from conseguir, to succeed in. <sup>4</sup> innermost parts. <sup>5</sup> em incursão, on an expedition. <sup>6</sup> virgin. <sup>7</sup> impenetrable. <sup>8</sup> wild beasts. <sup>9</sup> bishop. <sup>10</sup> region. <sup>11</sup> explorer of the sertão, bandeirante. <sup>12</sup> waterfall.



## LESSON XLIII

238. *Omission of the Definite Article*

The definite article is omitted in Portuguese, though required in English:

- a) Usually before a noun in apposition.

Lisboa, capital de Portugal.	<i>Lisbon, the capital of Portugal.</i>
O Rio de Janeiro, capital do Brasil.	<i>Rio de Janeiro, the capital of Brazil.</i>

- b) Before a numeral modifying a title.

D. Pedro II	<i>Peter the Second</i>
D. João VI	<i>John the Sixth</i>

239. *Omission of the Indefinite Article*

The indefinite article is regularly omitted:

- a) Before an unqualified noun in the predicate (§ 108).

- b) Before a noun in apposition.

São Paulo, cidade do Brasil	<i>São Paulo, a city of Brazil</i>
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- c) Before *cento*, *a hundred*, and *mil*, *a thousand*, and after *tal*, *such a*.

- d) In many idioms, such as:

Nunca usa colete.	<i>He never wears a waistcoat (vest).</i>
Não disse palavra.	<i>He did not say a word.</i>
Que pena!	<i>What a pity!</i>

240. *Possessives*

Study §§ 82-85.

## POSSESSIVE PRONOUNS

## SINGULAR (OF THE POSSESSOR)

o meu (a minha, os meus, as minhas)	<i>mine</i>
o teu (a tua, os teus, as tuas)	<i>thine</i>
o seu (a sua, os seus, as suas)	<i>his, hers, its, yours</i>

## PLURAL (OF THE POSSESSOR)

o nosso (a nossa, os nossos, as nossas)	<i>ours</i>
o vosso (a vossa, os vossos, as vossas)	<i>yours</i>
o seu (a sua, os seus, as suas)	<i>theirs, yours</i>

The possessives usually require the definite article in Portuguese (see § 84).

But the definite article is used with a possessive in the predicate only in a question beginning with the equivalent of *which*, or in answer to such a question. Compare:

De quem é este livro?	<i>Whose book is this?</i>
É meu.	<i>It is mine.</i>
Que livro é o de V. Ex <sup>a</sup> ?	<i>Which book is yours?</i>
Este é o meu.	<i>This one is mine.</i>
Qual das penas é a minha?	<i>Which pen is mine?</i>
Esta é a sua.	<i>This is yours.</i>

241. *Definite Article Used instead of Possessive*

The definite article may be used with *dêle*, *dela*, etc., instead of *seu*, etc., to make the meaning clear or emphatic (see also § 120).

Tenho o livro dêle; não tenho o dela.	<i>I have his book; I haven't hers.</i>
Prefere a casa de V. Ex <sup>a</sup> . à dêles.	<i>He prefers your house to theirs.</i>

242. *Study of estar, ser, and ir*

Study the inflection of *estar* (§ 290), *ser* (§ 296), and *ir* (§ 297).

## EXERCISES

aconselhar [əkõsɨʎar] to advise	estimado, -a [ɨstimadu, -ɐ] kind
o conselho [kõseʎu] advice	excelente [ɨsɨlẽti] excellent
o curso [kursu] course	famoso, famosa [fãmozɨ, fãmozɐ, etc.] famous
desculpar [diskulpar] to excuse, pardon	imaticular-se [imɐtrikular-sɨ] to matriculate, register
o doutor [dotor] doctor	incomodar [ɨnkumudar] to trouble
a estima [ɨstime] esteem, affection	a liberdade [libɨrdadi] liberty

a língua [lĩngwɐ] <i>language; tongue</i>	a resposta [rɨspostɐ] <i>reply</i>
a literatura [litɨratuɾɐ] <i>literature</i>	seguir [sɨgɨr] <i>to follow; take (a course of study)</i>
melhorar [mɛlhɔɾar] <i>to better, improve</i>	subscriver-se [subskɨvɛr-sɨ] <i>to subscribe oneself, be (in the complimentary closing of letters)</i>
mútuo, -a [mutu, -ɐ] <i>mutual</i>	
nacional [nɛsɨjonal] <i>national</i>	
o respeito [rɨspɛitu] <i>respect; pl. regards</i>	

ao passo que, *while, whereas*; Apresento os meus respeitos a V<sup>a</sup>. (Vossa) Ex<sup>a</sup>. (Excelência), e subscrevo-me com a maior estima, De V<sup>a</sup>. Ex<sup>a</sup>. M<sup>to</sup>. (muito) At<sup>to</sup>. (atento) Ven<sup>dor</sup>. (venerador) e Obg<sup>do</sup>. (obrigado) *Very sincerely yours*; Ex<sup>mo</sup>. Sr. (Ex<sup>ma</sup>. Sra.) forms used in correspondence

#### A. Study:

#### I

45 Dover Street  
New York City  
12 de Março, 19—

Ex<sup>mo</sup>. Sr. Professor José de Azevedo  
Rua da Liberdade, 22  
Lisboa

Ex<sup>mo</sup>. Sr. Professor Azevedo,

Desejando melhorar os meus poucos conhecimentos da língua portuguesa e das literaturas portuguesa e brasileira, penso passar um ano em Portugal para seguir os cursos que me sejam úteis numa universidade ali. O nosso amigo mútuo, o senhor doutor João de Moraes, professor na Universidade de X, me disse que deveria escrever a V. Ex<sup>a</sup>., pedindo-lhe conselho. Sei que há duas universidades famosas em Portugal, a Universidade de Coimbra e a Universidade de Lisboa. Na qual dessas duas universidades deveria matricular-me e quais cursos deveria seguir? Ouvi dizer que a Universidade de Coimbra tem cursos excelentes da literatura portuguesa e que a Universidade de Lisboa é famosa a causa dos seus cursos da história portuguesa.

Peço a V<sup>a</sup>. Ex<sup>a</sup>. que me desculpe a liberdade que tomo, e espero que não lhe incomodará muito fazer-me este favor. Agradecer-lhe-ei muitíssimo todos os conselhos que quiser dar-me.

Apresento os meus respeitos a V<sup>a</sup>. Ex<sup>a</sup>. e subscrevo-me com a maior estima,

De V<sup>a</sup>. Ex<sup>a</sup>.

M<sup>to</sup>. At<sup>to</sup>. Ven<sup>dor</sup>. e Obg<sup>do</sup>.

JOÃO DOE

II

Rua da Liberdade, 22

Lisboa

11 de Abril de 19—

Ex<sup>mo</sup>. Sr. João Doe,  
45 Dover Street  
Nova-York

Ex<sup>mo</sup>. Sr. Doe,

Em resposta à sua estimada carta, terei muito prazer em dar-lhe o melhor conselho que posso. Se V<sup>a</sup>. Ex<sup>a</sup>. fala bem o português, me parece a mim que deveria passar seis meses na Universidade de Lisboa e seis meses na Universidade de Coimbra. As duas universidades são igualmente boas, mas é verdade também que os cursos da língua portuguesa da Universidade de Lisboa são, talvez, os melhores do mundo, ao passo que Coimbra tem cursos excelentíssimos da literatura portuguesa. Os cursos da literatura brasileira não são bons nem na uma nem na outra das duas universidades; aconselhar-lhe-ia que vá ao Brasil para isso; a Universidade Nacional do Rio de Janeiro tem dois ou três professores famosos da literatura nacional.

Tenho o prazer de me subscrever com a maior estima

De V<sup>a</sup>. Ex<sup>a</sup>.

M<sup>to</sup>. At<sup>to</sup>. Ven<sup>dor</sup>. e Obg<sup>do</sup>.

JOSÉ DE AZEVEDO

B. *Answer the following questions:* 1. A quem escreve o senhor João Doe? 2. Porque deseja passar um ano em Portugal? 3. Quem lhe disse que escrevesse ao senhor professor? 4. Quantas universidades famosas há em Portugal? 5. O que quer que o professor lhe diga? 6. O que espera o senhor João? 7. Como se diz em português « I remain, sincerely yours »? 8. O que pensa o professor que o senhor João deveria fazer? 9. São bons os cursos da literatura portuguesa da Universidade de Coimbra? 10. Qual universidade tem cursos excelentíssimos da língua portuguesa? 11. Qual universidade de Portugal tem cursos ex-

celentes da literatura brasileira? 12. O que lhe aconselha que faça para estudar a literatura brasileira?

C. *Write in Portuguese:*

1544 Stolp Avenue  
Syracuse, New York  
May 18, 19—

Professor E. F. Roy  
19 Avenida de Maio  
Lisbon

My dear Professor Roy:

I have heard that there are excellent courses in Portuguese in the University of Lisbon. Everybody knows the famous University of Coimbra, but I have heard that the courses for foreigners at the University of Lisbon are better than the same courses at Coimbra. I have studied Portuguese for two years in this country; I read and write it without difficulty, whereas I do not speak it well nor correctly. Should I matriculate at once at the University of Lisbon, or should I pass some time there in order to learn to speak Portuguese well before I matriculate?

I am taking the liberty of troubling you, because you have traveled in America and know what is best for me to do. I like Portuguese literature, and I should like you to advise me what courses I should take. They say that the courses in Portuguese literature of Professor de Castro are perhaps the best in Portugal; do you believe that is true?

If I have enough money I shall spend two years in Portugal. Do you not think that in that time I can get much knowledge of Portuguese life, history, and literature? Is traveling cheap or expensive in Portugal? Are the trains comfortable and fast? I know that the advice you give me will be useful, and I shall thank you for it. I hope that this will not trouble you too much.

With the greatest respect and esteem, I am,

Sincerely yours,

### Leitura

Numa praça <sup>1</sup> da cidade de Itajaí, Estado de Santa Catarina, vê-se um monumento que tem estas palavras no pedestal: A

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<sup>1</sup> square.

*Lauro Müller, o maior dos catarinenses.* (Um *catarinense* é um habitante do Estado de Santa Catarina.)

Quem foi Lauro Müller? Foi um dos mais ilustres <sup>1</sup> homens políticos <sup>2</sup> do Brasil. Nasceu nessa cidade, e além de ter sido o governador <sup>3</sup> do Estado de Santa Catarina, foi ministro da Viação <sup>4</sup> no governo <sup>5</sup> do presidente Rodrigues Alves, devendo-se a êle o impulso <sup>6</sup> que transformou <sup>7</sup> a cidade do Rio de Janeiro, suja <sup>8</sup> e feia, <sup>9</sup> na « cidade maravilhosa » <sup>10</sup> que encanta <sup>11</sup> a quantos a visitam. Filho de alemães e por êles criado <sup>12</sup> no respeito <sup>13</sup> às leis do país e no amor à pátria, costumava <sup>14</sup> dizer: « Aquele que nasceu no Brasil e não é brasileiro, é traidor. » <sup>15</sup>

## LESSON XLIV

### 243. Demonstratives

Study §§ 90-93.

*That of, the one of, etc.* are usually expressed by *o (a, os, as) de:*

a pena de aço e a de ouro      *the steel pen and the gold one (lit., the pen of steel and that of gold)*

### 244. Relative Pronouns

que, *who (whom), which, that*  
o qual (a qual, os quais, as quais) } *who (whom), which*  
o que (a que, os que, as que)  
quem, *who (whom)*  
quanto, -a, -os, -as, *all that, all who*  
cujo, -a, -os, -as, *whose*

---

<sup>1</sup> famous.    <sup>2</sup> homens políticos, statesmen.    <sup>3</sup> governor.    <sup>4</sup> ministro da Viação, Secretary of Communications.    <sup>5</sup> government, cabinet.    <sup>6</sup> impetus, "drive."    <sup>7</sup> transformou, from transformar, to transform.    <sup>8</sup> dirty.    <sup>9</sup> ugly.    <sup>10</sup> marvelous.    <sup>11</sup> encanta, from encantar, to charm.    <sup>12</sup> reared.    <sup>13</sup> no respeito, in the reverence.    <sup>14</sup> costumava, from costumar, to be accustomed to.    <sup>15</sup> traitor.

245. *Uses of the Relative Pronouns*

- a) **Que**, the most common of the Portuguese relative pronouns, is invariable. It is used as subject or object of a verb, and it may refer to persons or things. After a preposition, *whom* is **quem**.

o aluno que partiu hoje	<i>the student (m.) who (that) left today</i>
a aluna que vi esta manhã	<i>the student (f.) whom (that) I saw this morning</i>
os alunos de quem falávamos	<i>the students of whom we were speaking</i>

- b) **O qual** (a qual, etc.), **o que** (a que, etc.), or **quem**, may be used to avoid ambiguity. **O qual** and **o que** indicate the gender and number of the antecedent. **Quem** makes clear that the antecedent is a person.

Escrevi ao filho de D. Francisca, o qual está muito doente.	<i>I wrote to Dona Francisca's son, who is very ill.</i>
Ontem vi o dono da casa, o qual (quem) está na cidade.	<i>Yesterday I saw the owner of the house, who is in town.</i>

- c) *He who, she who, the one who, etc.*, are expressed by **o que**, **a que**, etc., or by **quem**.

O que deseja muito, sempre é pobre.	<i>He who desires much is always poor.</i>
Êstes rapazes são os que o senhor procurava.	<i>These boys are the ones that you were looking for.</i>
Quem cala, consente.	<i>He who is silent gives assent.</i>
Não tenho a quem me dirigir.	<i>I haven't anyone to whom to apply.</i>

- d) Neuter *which, that which, or what (= that which)*, referring to a statement or idea, is **o que**.

Sabe o senhor o que queremos?	<i>Do you know what we want?</i>
Prometeu estudar mais, o que agradeu muito a seu pai.	<i>He promised to study more, which greatly pleased his father.</i>

- e) A Portuguese relative pronoun cannot be omitted, nor can it precede its preposition, as in English. Compare *the man we were talking about* with **o homem de quem falávamos**.

246. *Study of perder, pedir, medir, and ouvir*

Study the inflection of **perder**, **pedir**, **medir**, and **ouvir** (§ 310).

## EXERCISES

(Vocabulary for this lesson and the following one)

- afim de [əfɪn dɪ] *in order to*  
 agradar [əgrədər] *to please*  
 a amostra [əməstrə] *sample*  
 a aparência [əpərənsiə] *appearance*  
 apropriado, -a [əprɒpriədʊ, -ə] *appropriate, suitable*  
 assegurar [əsɪɡurər] *to assure; insure*  
 avultado, -a [əvultadu, -ə] *important; considerable*  
 a caixa [kaɪʃə] *box*  
 o charuto [ʃərutu] *cigar*  
 a concorrência [kɒŋkurrênsiə] *competition*  
 o cuidado [kɹidadu] *care*  
 a encomenda [ənkuɛndə] *order*  
 enviar [ɛviər] *to send*  
 a escolha [ɪskoʊʃə] *choice, selection*  
 escolher [ɪskuʃər] *to choose, select*  
 estimar [ɪstɪmər] *to esteem, value; be glad*  
 a expectativa [ɪʃpɛtɪtɪvə] *expectation*  
 a experiência [ɪʃpɪrɪênsiə] *experience; experience*  
 a fábrica [fabrɪkə] *factory*  
 fabricar [fəbrɪkər] *to make, manufacture*  
 favorito, -a [fəvuritu, -ə] *favorite*  
 o feitio [feɪtɪu] *form, shape*  
 honrar [ɔrrər] *to honor*  
 importar [ɪmpurtər] *to import*  
 incluso, -a [ɪŋkluzu, -ə] *included, enclosed*  
 indicado, -a [ɪndikadu, -ə] *indicated, mentioned*  
 informar [ɪfurmər] *to inform*  
 a lista [lɪstə] *list*  
 a marca [markə] *brand*  
 o mercado [mɪrkadu] *market*  
 o negócio [nɪɡosɪu] *business; piece of business*  
 poupar [popər] *to save; spare*  
 o preço [presu] *price*  
 prezado, -a [prɪzadu, -ə] *valued, esteemed; kind*  
 realizar-se [rɪʃelɪzər-sɪ] *to realize, come true*  
 o tabaco [təbaku] *tobacco*  
 vários, -as [vərɪʊs, -əs] *various, different; several*  
 a venda [vɛndə] *sale*  
 a título de [tɪtulu dɪ] *as, by way of; dado o caso que [dadu u kazu kɪ] in case that, granted that; Amigo e Senhor (Amigos e Senhores) <sup>1</sup> Dear Sir(s); V. S<sup>a</sup>, V. S<sup>as</sup>. (Vossas Senhorias) <sup>2</sup> you*

<sup>1</sup> Formula largely used in commercial correspondence. <sup>2</sup> Used a great deal in commercial correspondence, as a variation of V. Ex<sup>a</sup>, which is used more in formal correspondence, not commercial.



A. Study:

I

Nova-York, E.U.A.

20 de Abril de 19—

Snrs. Pereira & Martins,

Rio de Janeiro

Amigos e Snrs.:

Tomamos a liberdade de enviar-lhes uma pequena caixa com charutos a título de amostras das marcas indicadas na lista inclusa, e muito estimaremos que tenham a bondade de fazerem sua escolha das marcas que lhes agradarem afim de nos honrarem com a sua prezada encomenda.

Como V. S<sup>as</sup>. sem dúvida devem saber, fabricamos todos os nossos charutos aqui na fábrica, com tabaco importado, e podemos assegurar-lhes que não poupamos nem cuidado nem trabalho para obtermos os melhores productos possíveis.

Entre as amostras encontram-se tôdas as marcas favoritas por nós introduzidas nos mercados americanos, e podemos assegurar-lhes que com respeito ao gosto, ao feitio e à aparência não receamos concorrência.

Esperando receber as suas prezadas encomendas, subscrevemo-nos com estima,

De V. S<sup>as</sup>.,

Am<sup>os</sup>. (amigos) e At<sup>tos</sup>. (atentos) V<sup>ars</sup>. (veneradores)

NEW YORK TOBACCO Co.

II

Rua do Cais, 25

Rio de Janeiro

10 de Maio de 19—

New York Tobacco C<sup>ia</sup> (Companhia)

Nova-York, E.U.A.

Amigos e Snrs.:

Com respeito à caixa de charutos que tiveram a bondade de nos enviarem a título de amostras o mês passado, temos a informá-los que examinámos com cuidado as amostras das suas várias marcas, e escolhemos 4 que nos parecem mais apropriadas para o nosso mercado.

Para estas temos o prazer de lhes enviar, a título de experiência, uma ordem, e dado o caso de se realizarem as nossas expectativas com respeito

à venda das mesmas, não há dúvida que poderemos fazer avultado negócio.

Queiram enviar-nos o mais cedo possível a encomenda que hoje lhes fazemos. Subscrevemo-nos com estima,

De V. S<sup>as</sup>,  
Am<sup>os</sup>. e At<sup>tos</sup>. V<sup>ns</sup>,  
PEREIRA E MARTINS

B. *Answer the following questions:* 1. O que envia a New York Tobacco Co. aos senhores Pereira e Martins? 2. O que lhes pede que façam? 3. Onde fabrica os seus charutos? 4. Com que os fabrica? 5. O que não poupa para obter os melhores productos? 6. Quais marcas se encontram entre as amostras? 7. Os senhores Pereira e Martins receberam os charutos? 8. Como examinaram as amostras? 9. Quantas marcas escolherem? 10. Porque escolheram estas marcas? 11. A qual título enviaram uma ordem? 12. Quando querem que lhes enviem a encomenda?

C. *Write in Portuguese:* 1. He sent an order for the box of cigars and the one of pencils. 2. To whom did you write? 3. I wrote to John's mother who is sick. 4. He who studies will learn. 5. These boxes are the ones you sent us as samples. 6. Do you believe what he said? 7. He sent me two little boxes of cigars which pleased me a great deal. 8. He chose the ones which appeared to him suitable for his market. 9. The cigars which he manufactures are favorites in that market. 10. He sent him various brands from which he selected three. 11. All who smoked these cigars liked them. 12. I have the pleasure of introducing to you Mr. Pereira whose son speaks English well. 13. I gave him Louis's cigars who is not smoking because of a sore throat. 14. I do not like these brands; the ones that he has are better. 15. All that you say is true, which everybody knows. 16. The boy whom you saw is my brother. 17. He spoke to all those he saw in the street. 18. The man of whom you were speaking is the one who died yesterday.

D. 1. Write a short business letter asking a firm in the United States to send you, in Brazil, some sample boxes of pencils of various brands. You want to try to introduce them in Brazil.

2. Reply to this letter, stating that the samples are being sent, and why you think a good business in them could be carried on in Brazil.

## Leitura

A TERRA DA ESPERANÇA <sup>1</sup>

(Do livro *Nosso Brasil* de Luiz Amaral Wagner e Hildebrando de Lima, escrito para o uso dos alunos das escolas brasileiras.)

« O Brasil, como vocês observaram, é grande e belo,<sup>2</sup> e são imensos os seus recursos naturais.<sup>3</sup> Mas tudo entre nós ainda está por fazer, tudo depende de vocês — os homens e as mulheres de amanhã.

« A América do Norte chegou ao que é — nação poderosa,<sup>4</sup> rica e respeitada,<sup>5</sup> graças<sup>6</sup> aos esforços,<sup>7</sup> ao estudo e ao trabalho dos seus filhos. Nós poderemos também alcançar<sup>8</sup> um esplendor<sup>9</sup> como o dos norte-americanos. »

(A seguir)

## LESSON XLV

## 247. Interrogative Pronouns

quem? *who (whom)?*

qual (quais)? *which?*

de quem? *whose?*

quanto (-a, -os, -as)? *how much (many)?*

que, o que? *what?*

All except *quem* may be used as pronominal adjectives.

The interrogative pronoun *que*, when standing alone, or before a pause, takes the circumflex accent (*quê?*).

In exclamations, *what (a)* or *how* is *que*:

Que bonita menina!

*What a pretty girl!*

Que pálida está! <sup>10</sup>

*How pale she is!*

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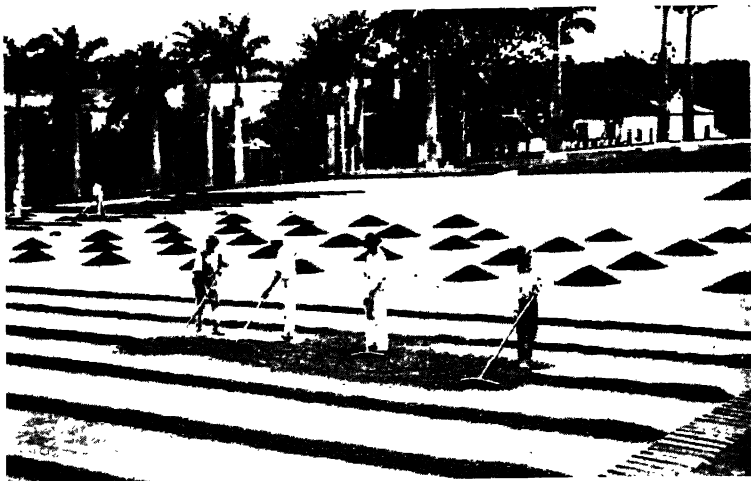
<sup>1</sup> hope. <sup>2</sup> beautiful. <sup>3</sup> recursos naturais, natural resources. <sup>4</sup> powerful.  
<sup>5</sup> respected. <sup>6</sup> thanks. <sup>7</sup> efforts. <sup>8</sup> attain. <sup>9</sup> grandeur. <sup>10</sup> Or como está  
 pálida!



ALUNAS DUMA ESCOLA NORMAL, RIO DE JANEIRO



GALERIA DA ESCOLA NORMAL, SALVADOR, BAÍA



SECANDO OS BAGOS DE CAFÉ, ESTADO DE SÃO PAULO



ONDE SE FAZ O AÇÚCAR (ENGENHO DE AÇÚCAR)

## Indefinite Pronouns and Pronominal Adjectives

alguém {	someone, somebody	nenhum (etc.), none, no	
	anyone, anybody	nenhuma coisa (coisa)	
algum, alguma, alguns, algumas,		coisa (coisa) alguma	} nothing
some, any, a few		nada	
alguma coisa (coisa)	} something,	muito (-a, -os, -as),	much, many
algo		pouco (-a, -os, -as),	
		todo (-os, tôda, -as),	all, every
uns, umas, some		tudo, everything	
cada (adj. inv.), each, every		mesmo (-a, -os, -as),	same, self
cada um (etc.), each one		outro (-a, -os, -as),	
ambos (-as)	} both	tanto (-a, -os, -as),	as (so) much
os dois (as duas)		(many)	
qualquer, quaisquer, any (one at		tal, such, such a	quemquer, whoever
all), whatever			
ninguém, no one, nobody			

Mais vale algo que nada.

Todo o homem deve cumprir com o seu dever.

Todos os rapazes jogavam a bola.

Vai ao teatro tôdas as noites.

Cada duas horas sai um trem (combóio).

Quere-nos aos dois.

Morreu no mesmo dia.

Ele mesmo mo disse.

Queríamos outros dois.

Há tantos homens como mulheres.

Nunca passei tal noite.

Something is better than nothing.

Every man should do his duty.

All the boys were playing ball.

He goes to the theater every (each) night.

A train leaves every two hours.

He likes us both.

He died the same day.

He told me so himself.

We should like two others.

There are as many men as women.

I never passed such a night.

1. An unemphatic *some* or *any* is usually not expressed in Portuguese:

Quere o senhor uvas?

Do you want some grapes?

Tem o senhor pêras? — Não tenho.

Have you any pears? — I haven't any.

2. A *little* (denoting quantity) is *um pouco de*:

Pode o senhor emprestar-me um pouco de açúcar?

Can you lend me a little sugar?

3. Review § 153.

249. *Study of dar and vir*

Study the inflection of *dar* (§ 289) and *vir* (§ 292).

A. *Study:*

Rua do Cais, 25  
Rio de Janeiro  
15 de Junho de 19—

New York Tobacco Co.  
Nova-York, E.U.A.

Amigos e Snrs.:

Temos o prazer de os informar que recebemos ontem a ordem para 12 caixas de charutos que lhes fizemos o mês passado, a título de experiência. Como o mercado para estes productos é bom neste momento, pensamos fazer avultado negócio; por isso quereríamos fazer uma nova encomenda para 30 caixas.

O preço de \$3.00 (dólares) a caixa nos parece um pouco alto; seria possível fazer-nos um preço mais baixo, digamos \$2.50 (cinquenta centavos) a caixa? Dado o caso que V. S<sup>as</sup>. possam vender-nos os charutos ao preço indicado, façam favor de no-los enviar em seguida, sem escrever, afim de poupar tempo. Se não puderem fazê-lo, tenham a bondade de nos enviar amostras de outras marcas que se vendem a um preço mais baixo do que as primeiras. Queiram ter o cuidado de ver que os charutos que nos enviarem, a título de amostras, sejam apropriados ao mercado brasileiro com respeito ao gosto e à aparência; o feitio não importa muito.

Asseguramos-lhes que os seus productos nos agradam muito, mas a causa da concorrência das outras companhias (*firms*) que importam charutos neste país, todos os charutos, mesmo as marcas favoritas, têm que vender-se a um preço bastante barato.

Esperando que V. S<sup>as</sup>. possam dar-nos o preço que lhes pedimos, subscrevemo-nos com estima,

De V. S<sup>as</sup>.  
Am<sup>os</sup>. e Att<sup>os</sup>. V<sup>ras</sup>.

PEREIRA E MARTINS

B. *Answer the following questions:* 1. O que informam os senhores Pereira e Martins à New York Tobacco Co.? 2. Quantas caixas de

charutos tinha enviado a New York Tobacco Co.? 3. Como era o mercado destes productos? 4. Pensam ter uma boa venda? 5. Que querem fazer agora? 6. Que dizem com respeito ao preço dos charutos? 7. Qual é o preço atual? 8. Qual preço desejam? 9. Porque querem que a New York Tobacco Co. lhes envie em seguida a encomenda? 10. Se a New York Tobacco Co. não quiser dar um melhor preço, que lhe pedem que faça? 11. Os productos da New York Tobacco Co. agradam aos Senhores Pereira e Martins? 12. Porque têm que vender barato os charutos?

C. *Write in Portuguese:* 1. To whom did John write? 2. Who chose these cigars? No one chose them; the New York Tobacco Co. sent them to us as samples. 3. Which brands are the favorites in the United States? 4. He asked him not to send any brands at all. 5. What a pretty box, but how small it is! 6. Someone told me that this cloth was not suitable for the Brazilian market. 7. He manufactures them in the same factory. 8. This material is manufactured in another factory with a great deal of care. 9. He selected each cigar with respect to shape and taste. 10. He imported as many cigars this month as last month. 11. We informed both the companies that our expectations were not realized. 12. This letter is not well written; he took no care with it. 13. I never saw such a man! 14. There was not a thing in the box. 15. Have you any books? Yes, I have some. 16. Whoever told you that is wrong. 17. Have you studied all your lessons? Yes, I have studied everything. 18. What? You have been studying only one hour? 19. What pleased him? 20. I shall be glad to send you whatever brands you ask for. 21. Did you see something? No, I didn't see anything. 22. Even the favorite brands did not have a good sale this year. 23. I never smoked such a cigar; why do you give such cigars to your friends? 24. I did not buy them myself (*eu mesmo*); my wife chose them. 25. Some wives also buy even neckties for their husbands, but I prefer to buy my own. 26. Why? Because she always buys several neckties which do not please me. 27. A boat leaves New York every two weeks for Rio de Janeiro.

D. Answer the letter in A, stating that you cannot give a better price because the price of imported tobacco is high right now, that you select only the best tobacco, that your cigars are manufactured with the best care in your own factory, and that these brands are favorites and sell at the same price in all countries.



## Leitura

« Mas para isso é necessário que as novas gerações<sup>1</sup> estudem com afincos<sup>2</sup> e se formem<sup>3</sup> dentro dos<sup>4</sup> são<sup>5</sup>s princípios<sup>6</sup> da paz e de trabalho. Só assim transformarão a terra maravilhosa do Brasil num celeiro<sup>7</sup> imenso e farão brotar<sup>8</sup> do subsolo<sup>9</sup> os incalculáveis<sup>10</sup> tesoiros escondidos.<sup>11</sup>

« Lembrem-se sempre, meus filhos, de que é nossa tôda esta terra unida e que devemos amá-la com a mesma força<sup>12</sup> e a mesma fé,<sup>13</sup> sem distinguir nenhum dos seus recantos.<sup>14</sup> Tanto o Norte como o Sul, tanto o Litoral<sup>15</sup> como o Centro — tudo é Brasil, a terra da esperança. »

## REVIEW LESSON IX.

*Write in Portuguese:* 1. John and Elizabeth are deceiving each other; they do not like each other. 2. Both should help each other instead of getting angry. 3. The summer in Brazil is not very rainy; and besides it is very hot. 4. Dear John: I write you these few lines to inform you that I am well, but I miss you. Cordially yours, Louis. 5. Brazil and the United States now being allies in the war against the Axis, they will become better friends than formerly. 6. My dear Professor Jones: I thank you for the letter you had the kindness to write to me. Very sincerely yours, José Pereira. 7. I haven't anyone from whom to borrow money. 8. Who is that girl? Which one? The one who is writing in the notebook. 9. What did he reply to you when you sent him the samples? 10. He said that the market was good and that he could do considerable business. 11. He also said that he should be very happy to do business with us. 12. Dear Sir: We thank you for the order with which you have honored us. We are sending you twenty boxes by way of experiment. Yours

<sup>1</sup> generations. <sup>2</sup> zeal. <sup>3</sup> se formem, from formar-se, to develop oneself.  
<sup>4</sup> dentro de, in, within. <sup>5</sup> wholesome. <sup>6</sup> principles. <sup>7</sup> granary. <sup>8</sup> to produce.  
<sup>9</sup> subsoil. <sup>10</sup> incalculable. <sup>11</sup> tesoiros escondidos, hidden treasures.  
<sup>12</sup> force. <sup>13</sup> faith. <sup>14</sup> sections. <sup>15</sup> seaboard.

truly. 13. The form of these coats must be suitable for this market; the appearance is also important. 14. You will find a list enclosed with our best prices. 15. Please send it to us when you have read it. 16. We have several brands which are favorites in our market; if you wish to introduce others in yours, we shall send them to you. 17. These cigars must be sold cheap because of the competition. 18. They are sold at two dollars a box. 19. The good is not always the pleasant. 20. Whose book is this? Is it yours? No, it is hers. 21. These boys who are playing and those who are smoking do not save their time. 22. Please send whatever samples you have. 23. Someone said that there was a good sale of this material. 24. Did you ever read such a letter? Who wrote it? 25. He has something in his hand, but I do not know what it is. 26. It is probably a book. 27. What a savory cigar! From whom did you buy it? 28. There are as many boys as girls in this class. 29. No girl should smoke cigars. 30. Every man should choose his own neckties.

## LESSON XLVI

### 50. Cardinal Numerals

1 um, uma [ũ, umə]	16 dezesseis [dizɛsɛis]
2 dois, <sup>1</sup> duas [dois, duəs]	17 dezessete [dizɛsɛtɛ]
3 três [tɾɛs]	18 dezoito [dizɔitʊ]
4 quatro [kɥatɾu]	19 dezenove [dizɛnovɛ]
5 cinco [sɛ̃ku]	20 vinte [vintɪ]
6 seis [sɛis]	21 vinte e um, -a [vintitũ]
7 sete [sɛtɪ]	22 vinte e dois, duas [vintidois]
8 oito [oitʊ]	23 vinte e três [vintitɾɛs]
9 nove [novɪ]	24 vinte e quatro
10 dez [dɛz]	25 vinte e cinco
11 onze [ɔzɪ]	26 vinte e seis
12 doze [dozɪ]	27 vinte e sete
13 treze [tɾɛzɪ]	28 vinte e oito
14 catorze [kətorzɪ]	29 vinte e nove
15 quinze [kizɪ]	30 trinta [trintə]

<sup>1</sup> Or dous [dos].

31 trinta e um, -a	300 trezentos, -as [trizêntus]
40 quarenta [kũarêntũ]	400 quatrocentos, -as [kũatrusêntus]
50 cinquenta [sĩnkũêntũ]	500 quinhentos, -as [kinêntus]
60 sessenta [sisêntũ]	600 seiscentos, -as [seisêntus]
70 setenta [sitêntũ]	700 setecentos, -as [setisêntus]
80 oitenta [oitêntũ]	800 oitocentos, -as [oitusêntus]
90 noventa [nuvêntũ]	900 novecentos, -as [novisêntus]
100 cem [sêi]	1000 mil [mil]
101 cento e um, -a	1001 mil e um, -a
[sêntuũ]	2000 dois mil
102 cento e dois, duas	3000 três mil
200 duzentos, -as	1,000,000 um milhão [ũ miãũũ]
[duzêntus]	2,000,000 dois milhões [miãõis]
201 duzentos e um, -a	1,000,000,000 um bilhão, bilião [ũ biãũũ, biliũũ]

1. In compound numbers *e*, and, is placed before the last numeral. Thus: *cento noventa e cinco*, 195.
2. Counting by hundreds is not usually carried above nine hundred in Portuguese; beginning with ten hundred, *mil* is used: *mil novecentos vinte e seis*, 1926.
3. *A hundred, one hundred*, if not followed by another number, except *mil* or *milhão*, is rendered by *cem*: *cem homens*; *cem milhões*.
4. *Cem* and *mil* are never preceded by *um*: 1100 is *mil e cem*. The one exception to this is when you have a combination of *hundred and thousand*, as in 101,000, *cem e um mil*.
5. The punctuation of numbers in Portuguese is thus: the thousands are usually separated by colons, and the comma is used to denote the decimal point: 22,300 is therefore 22:300; and 9.6 is 9,6.

## 251. Ordinal Numerals

1st primeiro, -a, -os, -as <sup>1</sup> [pri-meĩru]	11th décimo primeiro or undécimo, -a, -os, -as
2d segundo, -a, -os, -as [sĩgũndu]	12th décimo segundo or duodécimo, -a, -os, -as
3d terceiro, -a, -os, -as [tĩrseĩru]	13th décimo terceiro, -a, -os, -as
4th quarto, -a, -os, -as [kũartu]	20th vigésimo, -a, -os, -as [vi-gezimu]
5th quinto, -a, -os, -as [kĩntu]	30th trigésimo, -a, -os, -as [tri-gezimu]
6th sexto, -a, -os, -as [sejtu]	100th centésimo, -a, -os, -as [sênt-tezimu]
7th sétimo, -a, -os, -as [setimu]	
8th oitavo, -a, -os, -as [oitavu]	
9th nono, -a, -os, -as [nonu]	
10th décimo, -a, -os, -as [desimu]	

<sup>1</sup> These may be abbreviated to 1<sup>o</sup>, 1<sup>a</sup>, 1<sup>os</sup>, 1<sup>as</sup>, etc.

The Portuguese ordinals above *décimo* are little used. Their place is usually taken by the cardinals.

Luis catorze  
o capítulo cinquenta

*Louis the fourteenth*  
*the fiftieth chapter*

## 252. Fractions

$\frac{1}{2}$  { meio, -a [meiu, -e]  
a metade [mĩtadi]

$\frac{1}{3}$  { um tẽrço [tersu, -e]  
a terceira parte

$\frac{3}{4}$ , três quartos;  $\frac{1}{5}$ , um quinto (*or* a quinta parte);  $\frac{1}{10}$ , um *décimo* (*or* a *décima* parte); etc.

From  $\frac{1}{11}$  to  $\frac{1}{99}$ , the fractional numerals are commonly formed by adding *avo* to the cardinal:  $\frac{1}{11}$ , um onze avo;  $\frac{2}{12}$ , dois doze avos;  $\frac{3}{17}$ , três dezessete avos;  $\frac{5}{20}$ , cinco vinte avos (*or* cinco *vigésimos*);  $\frac{10}{29}$ , dez vinte e nove avos.

$\frac{1}{100}$  is um centésimo *or* a centésima parte.

$\frac{1}{1000}$  is um milésimo *or* a milésima parte.

*Half* (*a half, one half, half a*) as a substantive is expressed by a *metade*; as adjective, by *meio, -a*.

A metade dos meus bens.  
Trabalhou meio dia.

*One half of my goods.*  
*He worked a half day.*

## 253. Arithmetical Signs

+, mais  
-, menos

×, vezes *or* multiplicado por  
÷, dividido por

=, igual a

2 + 3 = 5, dois mais três igual a cinco

5 - 3 = 2, cinco menos três igual a dois

3 × 3 = 9, três vezes (*or* três multiplicado por) três são nove

9 ÷ 3 = 3, nove dividido por três são três

## 254. Portuguese and Brazilian Currency

The present-day Portuguese currency is counted in *escudos*<sup>1</sup> and *centavos*. One gold *escudo* is about equivalent to one U.S. dollar, or four British shillings, but a paper *escudo* may be worth less.

<sup>1</sup> Before the establishment of a republic in 1910, the *mil réis* was the monetary unit of value in Portugal. Note that the plural of *real* is *réis*.

One thousand **escudos** is counted as **um conto**. The sign \$ is used in Portuguese after the numeral indicating the number of **escudos**.

25\$30, vinte e cinco escudos e trinta centavos  
1,325\$60, um conto, trezentos vinte e cinco escudos e sessenta centavos

In Brazil, the new monetary unit <sup>1</sup> is the **cruzeiro**, actually worth about five cents in American currency. There are one hundred **centavos** in a **cruzeiro**. One thousand **cruzeiros** are counted as a **conto**. The sign \$ is used to separate the **cruzeiros** from the **centavos**.

25\$30, vinte e cinco cruzeiros e trinta centavos  
20:280\$15, vinte contos, duzentos e oitenta cruzeiros, quinze centavos

### 255. Study of *dizer*, *fazer*, and *trazer*

Study the inflection of *dizer* (§ 302), *fazer* (§ 303), and *trazer* (§ 307).

### EXERCISES

o centavo [sɛntavu] <i>cent</i>	o ouro [oʔru] <i>gold</i>
dividir [dʔvʔdir] <i>to divide</i>	a prata [pratu] <i>silver</i>
o dólar [dolɐ] <i>dollar</i>	o sol [sol] <i>sun</i>
a lua [luɐ] <i>moon</i>	último, -a [ultimu, -ɐ] <i>last</i>
a moeda [mʔedɐ] <i>money, coin</i>	a unidade [unidade] <i>unit; unity</i>
monetário, -a [munɛtariu, -ɐ] <i>monetary</i>	uns, umas [us, umas] <i>some; about</i>
	o valor [valɔr] <i>value</i>

ao par *at par*; fazer sol *to be sunny, shine* (of the sun); fazer lua *to be moonlight, shine* (of the moon); o sol nasce *the sun rises*; o sol põe-se *the sun sets*; já não *no longer*

A. Study: 1. O ano divide-se em 4 estações, em 12 meses, em 52 semanas, e em 365 dias. 2. Mas de cada quatro anos há um que tem 366 dias. 3. O mês tem pouco mais de 4 semanas. 4. A semana tem 7 dias, dos quais o primeiro é o domingo e o último é o sábado. 5. O dia divide-se em 24 horas, a hora em 60 minutos e o minuto em 60 segundos. 6. No verão o sol nasce cedo e põe-se tarde. 7. No inverno o sol nasce tarde e põe-se cedo. 8. No verão faz sol durante a maior parte do dia. 9. No inverno as noites são bonitas quando faz lua. 10. No mês de

<sup>1</sup> The old unit of the mil réis, of about the same value as the **cruzeiro**, has been abandoned.

fevereiro a maior parte dos dias são chuvosos. 11. A estação mais linda e agradável do ano é a primavera. 12. Já não há o frio do inverno, e ainda não faz calor como no verão. 13. A unidade monetária de Portugal é o escudo, que vale, ao par, pouco mais de um dólar em moeda dos Estados Unidos. 14. O escudo divide-se em 100 centavos. 15. A moeda de prata de 10 centavos chama-se um « tostão ». 16. O cruzeiro é a unidade monetária do Brasil. 17. O valor atual do cruzeiro é cerca de 5 centavos americanos.

B. *Answer the following questions:* 1. Em quantas estações se divide o ano? 2. Todos os anos têm só 365 dias? 3. Quais são as estações do ano? 4. Em quantos meses se divide o ano? Quais são? 5. Quantas semanas tem o mês? 6. Quais são os dias da semana? 7. Nasce o sol tarde ou cedo no verão? 8. Põe-se o sol tarde o cedo no inverno? 9. Faz muito sol no inverno? 10. Quando são lindas as noites do inverno? 11. Em qual mês são chuvosos a maior parte dos dias? 12. Qual é a unidade monetária de Portugal? 13. Qual é o valor do escudo oiro? 14. Qual é a unidade monetária do Brasil? 15. Qual é o valor atual do cruzeiro?

C. *Express in Portuguese, orally and written:* 1. 21; 34; 48; 65; 83; 57; 99; 74; 18; 52; 86; 100. 2. 103; 168; 349; 205; 510; 982; 538. 3. 1003; 1848; 2875; 5689; 8573; 2,391,435. 4. 200 women; in the year 1492; 2 pens; 100 men; 100,000,000; the year 1942. 5. Book 8; Lesson 30; Charles VI; Louis XIV; page (página) 97;  $\frac{1}{2}$ ;  $\frac{3}{4}$ ;  $\frac{1}{10}$ ; the half. 6. 3 plus 5 are —; 12 minus 6 equals —; 30 divided by 10 equals —; 4 multiplied by 7 equals —. 7. 5000 *cruzeiros*; 11,482 dollars; 482 *cruzeiros* and 450 *centavos*; 963 *escudos* and 45 *centavos*; 3 tenths; 4 and 9 hundredths. 8. He was born in 1865 and died in 1913. 9. He gave me half of his money. 10. The first third of the book is easy, but the last two thirds are difficult. 11. This book cost a half dollar. 12. I do not like the rainy days when there is no sunshine. 13. This silver coin is worth twice that one. 14. There were some fifty boys in the room. 15. The *cruzeiro* is not worth so much as the dollar. 16. The present value of the *escudo* is some five American cents.

## Leitura

(This selection and those in the lessons which follow are taken from newspapers in Portuguese in order to acquaint the student with the journalistic style.)

Cairo, 31 (U.P.) — Urgente — Uma ordem do dia do Quartel General<sup>1</sup> do General Ritchie prediz<sup>2</sup> que a grande batalha de tanks que está sendo travada<sup>3</sup> atualmente no deserto terminará com a derrota<sup>4</sup> das forças do eixo.<sup>5</sup> Os despachos oficiais da Cirenaica revelaram<sup>6</sup> hoje que o famoso chefe<sup>7</sup> das forças blindadas<sup>8</sup> alemãs coronel-general Erwin von Rommel, enviou apressadamente<sup>9</sup> uma coluna<sup>10</sup> de tropas ao longe da<sup>11</sup> costa mediterrânea entre Tobruk e Ain El Gazzala, e que as forças britânicas estão convergindo<sup>12</sup> ao cenário<sup>13</sup> da ação, vindas de todos os pontos. O comunicado<sup>14</sup> diz que a ação principal se trava<sup>3</sup> a leste das posições britânicas, que se estendem mais ou menos de Ain El Gazzala a Bir-El-Macheim.

## LESSON XLVII

### Adverbs

#### 256. Common Adverbs

Aqui, cá, *here, hither*; aí, *there* (near the person addressed); ali, lá, *there, thither* (more remote).

- a) Aqui and ali denote a more specific and limited place than cá and lá.

Venha cá.

*Come here.*

Fique aqui.

*Remain right here.*

- b) Muito,<sup>15</sup> *much, very, a great deal*.

Tem estudado muito.

*He has studied much (a great deal).*

Ela está muito doente.

*She is very ill.*

---

<sup>1</sup> Quartel General, *Headquarters*. <sup>2</sup> prediz, from *predizer*, to *predict*.  
<sup>3</sup> travada, from *travar*, to *join* (battle). <sup>4</sup> *rout*. <sup>5</sup> *Azis*. <sup>6</sup> *revelaram*, from *revelar*, to *reveal*. <sup>7</sup> *chief*. <sup>8</sup> *armored*. <sup>9</sup> *hurriedly*. <sup>10</sup> *column*. <sup>11</sup> *ao longe da*, *along*. <sup>12</sup> *convergindo*, from *convergir*, to *converge*. <sup>13</sup> *scene*.  
<sup>14</sup> *communiqué*. <sup>15</sup> *Very* may be expressed by *mui* before an adjective or adverb, but *muito* is used more commonly.

- c) Já, *already, now, in due time, indeed*; já não, *no longer, no more*.

Já acabei.	<i>I have already finished.</i>
Já entendemos.	<i>Now we understand.</i>
Já não tenho dinheiro.	<i>I have no more money.</i>

- d) **-mente**. In Portuguese, adverbs may be formed from many descriptive adjectives by adding **-mente** to the feminine singular of the adjective, as **correctamente** (from **correcto**), *correctly*, **fácilmente** (from **fácil**), *easily*, etc.

When several adverbs in **-mente** modify the same word, **-mente** is omitted from all but the last: **Fale o senhor clara e distintamente**. *Speak clearly and distinctly*.

## 257. Agreement of Subject and Verb

A verb agrees with its subject in number and person.

eu sou	<i>I am</i>
o senhor é	<i>you are</i>
o senhor e João são	<i>you and John are</i>

When subjects are of different persons, the verb is in the first person plural if any of the subjects is of the first person; and it is in the third person plural if the subjects are of the second and third persons:

tu e eu somos	<i>you and I are</i>
êle e eu somos	<i>he and I are</i>
tu e êle são <sup>1</sup>	<i>you and he are</i>

## 258. Study of **valer** and **ver**

Study the inflection of **valer** (§ 310) and **ver** (§ 301).

## EXERCISES

abaixo [ɛbaʃu] <i>below</i>	a condição [kõndisõ] <i>condition</i>
afamado, -a [ɛfamadu, -ɛ] <i>well-known</i>	a confiança [kõfissõ] <i>confidence</i>
a agência [ɛʒẽsɐ] <i>agency</i>	direito, -a [direitu, -ɛ] <i>straight; right; adv. straight ahead</i>
conceder [kõsider] <i>to grant</i>	dispõsto [dĩspõstu] <i>(but dispostos,</i>

<sup>1</sup> Here **são** is used instead of **sois** because the second person plural of the verb is little used in conversation; the plural of **tu és** is commonly **vocês são**.



disposta, dispostas, <i>all with o</i> <i>disposed, inclined</i>	freqüentemente [friküëntimēnti] <i>frequently</i>
esquerdo, -a [iskerdu, -ɐ] <i>left</i> a esquina [iskinɐ] <i>corner</i>	juntamente [jüntəmēnti] <i>along</i> <i>(with), together</i>
o fabricante [fɛbrikēnti] <i>manufac-</i> <i>turer</i>	o pedido [pĩdidu] <i>request</i> a qualidade [kũelidadi] <i>quality</i>
favorável [fəvuravɐl] <i>favorable</i> financeiro, -a [finɛseĩru, -ɐ] <i>financial</i>	voltar [vɔltar] <i>to turn</i>

à direita *or* à esquerda (mão *understood*) *to the right or left*

#### A. Study:

#### I

Rua Quinze de Maio, 15  
São Paulo  
21 de Novembro de 19—

Snrs. W. B. Wilson & C<sup>ia</sup>,  
45 Broad Street,  
Boston, Mass. E.U.A.

Amigos e Snrs.:

Recebemos freqüentemente pedidos de papel da melhor qualidade, e tendo-nos sido dado o nome da sua casa como fabricantes afamados, estimaremos saber se estariam dispostos a nos concederem a sua agência aqui em São Paulo e na Bafa, onde temos outra casa.

O nosso negócio, tanto aqui como na Bafa, é dos melhores e de bastante importância, o que nos dá a esperar com tōda a confiança que poderemos fazer negócio avultado.

Com respeito à condição financeira, qualquer das companhias abaixo indicadas terá muito prazer em informá-los a nosso respeito. Se o que desejamos venha a lhes agradar, queiram enviar-nos os seus livros de amostras juntamente com as suas melhores condições e teremos muito gōsto em lhes enviar os nossos pedidos.

Esperando uma resposta favorável, somos com estima,

De V. S<sup>as</sup>,  
Am<sup>os</sup>. & At<sup>os</sup>., V<sup>ns</sup>.,  
LOPE DE SOUZA & C<sup>ia</sup>

#### II

1. Faça favor de me indicar a direcção da Estação do Norte. 2. Com muito prazer. A estação acha-se à esquina das ruas A e B. 3. E como

se vai à estação, a pé ou no bonde? 4. Seria melhor tomar o bonde, porque é bastante longe de aqui para ali. 5. O bonde passa perto de aqui? 6. Sim, senhor; siga esta rua até a Avenida C; aí volte à direita, e em seguida à esquerda à primeira esquina, e o senhor verá a linha do bonde que conduz à estação. 7. João e eu estudamos as nossas lições. 8. Ela já estudou as suas. 9. Espero que o senhor virá cá. 10. Há mais dias chuvosos aí do que aqui? 11. Ela ficará três dias aqui antes de partir para lá. 12. O senhor e ele são amigos, não é assim? 13. Não, minha senhora, já não somos amigos.

B. *Answer the following questions:* 1. O que recebem freqüentemente Lope de Souza e Cia? 2. Porque o nome de W. B. Wilson lhes foi dado? 3. O que estimará saber a companhia que escreve? 4. Onde tem agências? 5. Porque espera fazer negócio avultado? 6. Porque indica os nomes de algumas companhias? 7. O que pede que W. B. Wilson lhe envie?

8. Onde se acha a estação? 9. Seria melhor ir a pé ou tomar o bonde? 10. Porquê? 11. Para tomar o bonde, que há de fazer primeiro? 12. Chegado à Avenida C que fará? 13. Que fará em seguida? 14. Quantas vezes tem que voltar?

C. *Write in Portuguese:* 1. As his request was written correctly, it was received favorably. 2. She and I are going there tomorrow. 3. You and he please come here. 4. She is no longer here; she went there (where you are). 5. I have already read this book, and it doesn't please me. 6. Please tell me the way to a store; I want to buy a hat. 7. With pleasure, sir. Follow the streetcar line to the third street. 8. Turn left there; within five minutes you will arrive at the corner of A and B Streets. 9. Go straight on A Street, as it leads to the store which you will see on the right. 10. Thank you a great deal; I know that I shall find the store easily. 11. These manufacturers produce cloth of the best quality. 12. Because they do not have confidence in him, they are not disposed to grant him the agency. 13. He wanted them to send him their sample books along with some boxes as samples. 14. These brands are well known and should sell well in the market there. 15. His financial condition is the best in the city.

D. Write a letter in reply to the one under A; state that you have examined their financial condition, that you are glad to grant them the agency, that you are sending them the sample books along with some boxes of paper as samples, and that your conditions to all agencies are that all orders must be paid for within 90 days.

## Leitura

CASAMENTOS <sup>1</sup>

Realizar-se-á <sup>2</sup> no dia 6 do mês próximo o enlace matrimonial <sup>3</sup> da senhorinha Maria Luciana de Abreu, filha do casal <sup>4</sup> Sr. Luciano de Abreu-D. Maria Pimentel de Abreu, com o Sr. Dr. Paulo Elizio de Andrade, filho da Viuva D. Eliza Sarmiento de Andrade. A cerimônia religiosa será às 17,30 horas na Igreja de Santo Ignacio. Os noivos <sup>5</sup> receberão os cumprimentos <sup>6</sup> na igreja.

Realizou-se ontem o consórcio <sup>7</sup> do Sr. Francisco Carvalho Junior, com a senhorinha Helena da Costa Guimarães, filha do Sr. Alfredo Barros Florêncio Guimarães e D. Adelina da Costa Guimarães. O ato civil <sup>8</sup> que teve como testemunhas <sup>9</sup> os Srs. Octavio de Souza, realizou-se na residência dos pais da noiva <sup>10</sup> e no religioso que se efetuou <sup>11</sup> às 17 horas na Igreja de S. José, foram testemunhas os pais da noiva.

## LESSON XLVIII

## Prepositions

259. **Por and para.** *Prepositions before a Dependent Infinitive*

a) *For* is expressed by **por** and **para**. If *for* means *for the sake of*, *on account of*, or *in exchange for*, it is expressed by **por**; if it denotes purpose or destination, it is expressed by **para**.

Eu daria a vida por ela.

*I would give my life for her.*

Castigou-o por ter dito uma mentira.

*He punished him for having told a lie.*

---

<sup>1</sup> marriages. <sup>2</sup> realizar-se-á, from realizar-se, to take place. <sup>3</sup> enlace, literally, tying; enlace matrimonial, marriage. <sup>4</sup> couple. <sup>5</sup> newly-married couple, bride and groom. <sup>6</sup> congratulations, felicitations. <sup>7</sup> marriage. <sup>8</sup> ato civil, civil ceremony. <sup>9</sup> witnesses. <sup>10</sup> bride. <sup>11</sup> se efetuou, from efetuar-se, to be held.

Pagámos duzentos escudos pelo cavalo.	<i>We paid two hundred dollars for the horse.</i>
Enviei-o pelo médico.	<i>I sent him for the physician.</i>
Tenho um pacote para o senhor.	<i>I have a package for you.</i>
Àmanhã parto para o Rio.	<i>Tomorrow I leave for Rio.</i>

Por also means *through, by, "per"*:

O ladrão entrou pela janela.	<i>The thief entered through the window.</i>
Agarrou-me pela mão.	<i>He caught me by the hand.</i>
Pagam-me cinco mil cruzeiros por ano.	<i>They pay me five thousand cruzeiros a year.</i>
Ganhamos seis por cento por ano.	<i>We earn six per cent per annum.</i>

- b) When an infinitive is directly dependent on a preceding verb, and has the same subject, it may (1) follow directly; (2) be preceded by the preposition *a*; (3) be preceded by the preposition *de*. Other prepositions are more rarely used.

1. The following are followed directly by the dependent infinitive: most impersonal expressions, as *é possível, é preciso, é conveniente; importar, desejar, esperar, parecer, pensar, poder, preferir, querer, saber, ir, vir*.

É preciso estudar para aprender.	<i>It is necessary to study in order to learn.</i>
Desejamos viajar no Brasil.	<i>We desire to travel in Brazil.</i>
Ele pensa chegar amanhã.	<i>He intends to arrive tomorrow.</i>
Sabe o senhor escrever uma carta?	<i>Do you know how to write a letter?</i>

2. The following take *a* before the dependent infinitive: *ajudar, aprender, começar, convidar, continuar, ensinar, tornar (to . . . again), vir (to happen to, succeed in), voltar (to . . . again)*, and most verbs of motion where purpose is implied.

Ele aprendeu a falar português.	<i>He learned to speak Portuguese.</i>
Começa a chover.	<i>It is beginning to rain.</i>
Torna a chover.	<i>It is raining again.</i>
Corri a fechar a janela.	<i>I ran to close the window.</i>

3. The following take *de* before the dependent infinitive: *acabar, cessar, deixar, esquecer-se (to forget), gostar, gozar, lembrar-se (to remember), tratar*.

Gosto de viajar.	<i>I like to travel.</i>
Deixou de falar.	<i>He stopped talking.</i>
Trato de explicar.	<i>I am trying to explain.</i>

- c) *Por* is used to express *by* in the expressions *to begin by*, *end by* plus an *-ing* form in English.

Acabou por zangar-se.

*He ended by getting angry.*

Ele começa por dizer . . .

*He begins by saying . . .*

## 260. Word Order

- a) When a verb precedes both its subject and a noun object or predicate adjective, the subject is usually placed before the object or predicate adjective if the subject be the shorter; but if it be the longer, it may follow.

Comprou a casa o senhor seu pai?

*Did your father buy the house?*

Comprou seu pai todas estas casas?

*Did your father buy all these houses?*

É fácil a lição?

*Is the lesson easy?*

A lição é fácil?

- b) In a subordinate clause, the subject often follows the verb if there be no noun object.

Esperaremos até que chegue o trem  
(o comboio).

*We shall wait until the train arrives.*

## 261. Study of *saber* and *caber*

Study the inflection of *saber* (§ 294) and *caber* (§ 295).

### EXERCISES

acusar [ˈakuzar] *to acknowledge*

o pagamento [ˈpagamentu] *pay-ment*

o cheque [ˈʃeki] *check*

precisar (de) [ˈpɾisizar] *to need*

a conta [ˈkõntɐ] *bill, account*

a recepção [ˈɾisɛsɐ̃] *receipt*

o correio [ˈkurreĩu] *post office; mail*

o relatório [ˈɾilɐtɔɾiũ] *statement (of account)*

o crédito [ˈkɾeditu] *credit*

o débito [ˈdebitu] *debt; debit*

esquecer-se (de) [ˈiskɛsɐr-sɨ] *to forget*

saldar [ˈsaldar] *to balance, settle*

a factura [ˈfakturɐ] *bill, invoice*

o saldo [ˈsaldu] *balance*

o favor [ˈfəvor] *favor*

utilizar [ˈutilizar] *to make use of, utilize; take advantage of*

lembrar-se (de) [ˈlɛmbrar-sɨ] *to remember*

apresenta um saldo a meu favor *shows a balance in my favor*; cumpre-me (nos) acusar a recepção *I am (we are) happy to acknowledge receipt*; levo a débito da sua conta, *I am debiting your account*

## A. Study:

## I

25 Third St.  
New York  
6 de Maio, 19—

Il<sup>mo</sup>. Snr. João Silveira  
Rua da Baía, 36  
Rio de Janeiro  
Amigo e Snr.:

Queira ter a bondade de me enviar, pelo correio, os livros abaixo indicados. Incluso encontrará o meu cheque de \$25.00, o qual se levará a crédito da minha conta.

Juntamente com os livros, queira enviar-me o relatório da minha conta com a sua estimada companhia. Subscrevo-me com estima,

De V. S<sup>a</sup>.  
A<sup>mo</sup>. e At<sup>to</sup>. V<sup>ar</sup>.  
LOUIS JONES

## II

Rua da Baía, 36  
Rio de Janeiro  
20 de Maio, 19—

Il<sup>mo</sup>. Snr. Louis Jones  
Avenida Cinco, Nova-York, E.U.A  
Amigo e Snr.:

Cumpre-me acusar a recepção da sua prezada encomenda, e tenho o prazer de informá-lo que envio, por este mesmo correio, os livros pedidos.

Tomo a liberdade de utilizar o seu cheque de \$25.00 para saldar a minha factura para os livros mandados o mês passado; este pagamento incluso, a sua conta apresenta um saldo a meu favor de \$12.50, a qual soma levo a débito da sua conta.

Agradecendo-lhe as suas prezadas encomendas, sou com estima,

De V. S<sup>a</sup>.  
A<sup>mo</sup>. e At<sup>to</sup>. V<sup>ar</sup>.  
JOÃO SILVEIRA

## III

1. Paguei 453\$00 por este terno. 2. O senhor esqueceu-se de saldar a sua conta. 3. O professor ensina-nos a escrever e a falar português.

4. O meu amigo disse que vinha ver-me amanhã. 5. Mas não me lembrei de informá-lo que não seria em casa. 6. Preciso de ganhar muito dinheiro para poder fazer uma viagem o verão que vem. 7. O professor acabou por dizer-nos que não sabíamos nada. 8. Quanto valem em moeda dos Estados Unidos 2\$50? 9. Tomou a menina pela mão e saíu pela cozinha. 10. Esse homem parece estar triste por ter perdido todo o seu dinheiro. 11. Correu a dizer-me que a guerra se declarou. 12. Esperaré aqui até deixe de chover.

B. *Answer the following questions:* 1. O que pede o senhor Jones ao senhor Silveira? 2. O que se acha incluso na sua carta? 3. O que fará o senhor Silveira com o cheque? 4. O que pede o senhor Jones que se lhe envie juntamente com os livros? 5. O que responde o senhor Silveira para informar o senhor Jones que recebeu a sua carta? 6. O que o informa? 7. Como lhe enviou os livros? 8. Como utilizou o cheque? 9. A favor de quem e o saldo? 10. A que se leva esta soma? 11. Quantos livros deveria poder-se comprar com \$25.00? 12. Quanto paga o senhor por cada um dos livros que utiliza nesta classe?

C. *Write in Portuguese:* 1. He paid more than 500 cruzeiros for ten books. 2. I forgot to give you the books which I have for you. 3. It is important to settle your account with us as soon as possible. 4. We took a ride through the city. 5. He became angry because the train had not arrived (for not having arrived...). 6. He wrote to him again, asking him to please send a check for the balance. 7. He invited me to take a walk with him. 8. He intends to spend some days in Rio de Janeiro. 9. We began by writing the exercises on the black-board. 10. I like to walk (*passear*) in the country when it is moonlight. 11. I hope to remember to write you two letters a week. 12. He stopped talking when the train arrived.

D. Write a letter to Mr. A, telling him that you have received his order for ten books, and that you are debiting his account with the sum of —; tell him that his account now shows a balance of — in your favor, and ask him to make a payment as soon as possible.

## Leitura

Mantendo<sup>1</sup> as antigas tradições<sup>2</sup> da mãe-pátria, milhares<sup>3</sup> de portugueses-americanos comemoraram,<sup>4</sup> no passado mês de junho,

<sup>1</sup> Mantendo, from *manter*, to *maintain*.

<sup>2</sup> *traditions*.

<sup>3</sup> *thousands*.

<sup>4</sup> comemoraram, from *comemorar*, to *celebrate*.

a festa <sup>1</sup> do Espírito Santo.<sup>2</sup> Observaram-se tôdas as cerimónias sociais e religiosas relativas à data, incluindo distribuição de bôdo <sup>3</sup> aos pobres, embora,<sup>4</sup> como um português-americano da California disse: « O Novo Mundo é tão próspero que não existem pessoas necessitadas <sup>5</sup> a quem auxiliar,<sup>6</sup> como nas aldeias <sup>7</sup> da nossa terra. » A festa do Espírito Santo teve especial realce <sup>8</sup> na California, onde muitos americanos de origem portuguesa estão estabelecidos. Os portugueses-americanos reuniram-se <sup>9</sup> nos seus clubes, e dali seguiram em grupos para a igreja. Depois da missa <sup>10</sup> foi coroada <sup>11</sup> a Rainha da Festa.

Esta confraternização <sup>12</sup> de portugueses-americanos com americanos de outras origens é tradicional do povo dos Estados Unidos que sempre respeitou as crenças <sup>13</sup> e os costumes de todos os grupos raciais e religiosos e que reconhece o facto dos portugueses terem sido dos primeiros exploradores do Novo Mundo. A California foi descoberta por um português, João Rodrigues Cabrilho, que entrou na baía de San Diego, na costa do Pacífico, em 28 de setembro de 1542. Desde 1884 que na California se publicam jornais em língua portuguesa e, desde há anos, várias emissoras de rádio <sup>14</sup> transmitem programas em português. Há muitas sociedades portuguesas em cujas reuniões <sup>15</sup> sómente se fala a língua portuguesa.

## LESSON XLIX

### Augmentatives and Diminutives

#### 262. Augmentative and Diminutive Suffixes

There are many augmentative and diminutive suffixes in Portuguese, which occur commonly in colloquial language. The

<sup>1</sup> feast, fête.    <sup>2</sup> Espírito Santo, Holy Spirit.    <sup>3</sup> alms.    <sup>4</sup> although  
<sup>5</sup> needy.    <sup>6</sup> to help.    <sup>7</sup> villages.    <sup>8</sup> distinction.    <sup>9</sup> reuniram-se, from re  
unir-se, to meet.    <sup>10</sup> Mass.    <sup>11</sup> crowned.    <sup>12</sup> mingling.    <sup>13</sup> beliefs.    <sup>14</sup> emis  
soras de rádio, radio stations.    <sup>15</sup> meetings.



foreigner should use them with the greatest caution. The suffixes are attached to the stem of a word after it has dropped a final unstressed vowel. A few of the more common suffixes are given below.

### 263. *Augmentative Suffixes*

The augmentative suffixes **-ão** (**-ona**), **-arão** (**-arona**) or **-arrão** (**-arrona**), and **-aço** (**-aça**) denote largeness, with or without grotesqueness. Feminine names of things usually become masculine upon adding the suffix **-ão**.

Aquele homemzarrão é montanhês.	<i>That large man is a mountaineer.</i>
Aquela mulheraça é a irmã dêle.	<i>That large woman is his sister.</i>
João, estenda o esteirão.	<i>John, spread the large rug.</i>

### 264. *Diminutive Suffixes*

The diminutive suffixes **-inho**, **-a** (**-zinho**, **-a**); **-ito**, **-a** (**-zito**, **-a**) denote smallness, and may also express affection or pity.

The suffix **-ote**, **-a** denotes smallness, and may also express indifference or ridicule.

The suffix **-elho**, **-a** denotes smallness and may also express ridicule and scorn.

Como está sua filhinha?	<i>How is your (dear) little daughter?</i>
Meu irmãozinho chama-se João.	<i>My little brother's name is John.</i>
Temos uma casita de campo.	<i>We have a cottage in the country.</i>
O meu criado é um pobre velhote.	<i>My servant is a poor old man.</i>
Na rua há muitos rapazelhos.	<i>In the street there are many rough (young) boys.</i>

1. The longer forms, **-zinho**, **-a**, **-zito**, **-a**, are used only with words ending in a nasal, a diphthong, or **-r**:

A minha irmãzinha tem um boizinho de marfim.	<i>My little sister has a little ox of ivory.</i>
A colherzinha de minha mulherzinha foi roubada.	<i>The little spoon of my (dear) little wife was stolen.</i>

2. All the diminutive endings are most commonly used with nouns; but they are also used with adjectives, participles, and adverbs to denote smallness of quality or degree:

Estamos um poucadinho cansados.	<i>We are just a little tired.</i>
Já estamos pertinho.	<i>Now we are quite near.</i>
De manhãzinha cedo.	<i>Early in the morning.</i>

265. Study of *rir* and *pôr*Study the inflection of *rir* (§ 298) and *pôr* (§ 306).

## EXERCISES

o anúncio [ənũsiũ] <i>advertisement</i>	a idade [idadi] <i>age</i>
o caixa [kaĩʃɐ] } <i>cashier</i>	o ordenado [ordinadu] <i>salary, pay</i>
o caixeiro [kaĩʃeĩru] }	publicar [publikar] <i>to publish</i>
a carreira [kæreĩrɐ] <i>career</i>	a questão (pl. questões) [kĩstõũ, kĩstõĩs] <i>question</i>
comercial [kumersiál] <i>commercial</i>	a referência [rĩfĩrẽsĩɐ] <i>reference</i>
convir [kõvir] <i>to be convenient, be suitable</i>	o respeito [rĩspẽĩtu]: a meu —, <i>about me, respecting me</i>
o emprego [ĩmpregũ] <i>employment, position; use, employ</i>	todavia [todeviɐ] <i>yet, however</i>

A. Study:

I

Rua de Campinas, 26  
São Paulo  
21 de Junho, 19—

Snrs. A. B. & Cia.,  
Nova-York, E.U.A.

Amigos e Snrs.:

Em resposta ao anúncio publicado no jornal de hoje, venho apresentar-me para o emprego em questão. Tenho 25 anos de idade, e estou há quase 4 anos no meu emprego atual de caixa na casa dos Snrs. Jones & Smith de Wall Street. Comecei a minha carreira comercial na loja de meu pai, e depois trabalhei para várias companhias. Falo bastante bem inglês, espanhol e francês.

O meu ordenado atual é de \$200 por mês, todavia estaria disposto a começar a trabalhar na sua casa por \$180 por mês, na expectativa de maior ordenado mais tarde. Deixo o emprego dos Snrs. Jones e Smith porque eles resolveram fechar a sua agência nesta cidade. A casa teve a bondade de me permitir dar o seu nome como referência para procurar novo emprego e tomar qualquer novo emprego quando me convir.

Qualquer das casas abaixo indicadas terá muito prazer em responder a quaisquer perguntas a meu respeito. Esperando que o meu pedido seja favoravelmente recebido, subscrevo-me com a maior estima,

De V. S<sup>ma</sup>.,  
A<sup>mo</sup>. e At<sup>to</sup>. V<sup>ar</sup>.,  
FERNANDO DA COSTA

## II

1. Quem é este mocinho? É meu filhinho. 2. Que livrinho interessante! 3. Que menina engraçadinha! 4. Este homemzarrão é o nosso criado. 5. Quem era aquela mulherona com que você falava? 6. Era minha irmazinha. 7. De quem é aquela casona branca? 8. Tudo isto estava naquele caixão. 9. O pai toma a criancinha pela maõzinha. 10. Estamos pertinho da cidade. 11. A pobre moça estava sósinha. 12. Ela tem os pés pequeninhos. 13. O senhor quer café? Um pouquinho. 14. O seu filho já está grandote.

B. *Answer the following questions:* 1. Como aprendeu Fernando que os Snrs. A. B. & C<sup>ia</sup>. procuravam um caixeiro? 2. Quantos anos tem? 3. Há quantos anos que está no seu emprêgo atual? 4. Onde começou a sua carreira comercial? 5. Quantas línguas fala? 6. Que ordenado tem atualmente? 7. Por que ordenado quer começar a trabalhar para os Snrs. A. B.? 8. Porque quer aceitar menos ordenado do que recebia antes? 9. Porque deixa o emprêgo dos Snrs. A. B.? 10. O que lhe permitiu esta casa? 11. Quando pode tomar novo emprêgo? 12. O que espera Fernando?

C. *Write in Portuguese:* I. (Use diminutives or augmentatives when smallness, "cuteness," affection, largeness, or grotesqueness is implied.) 1. Johnny must wash his little hands. 2. This cute little girl is my cousin. 3. What a funny little dog! 4. Do you see that poor little woman? 5. She is talking with that great big man. 6. This poor old man is going to die. 7. There is some coffee on that little table. 8. Louis is playing with his little friends. 9. He has a pretty little house. 10. That child has a nice pretty little mother. 11. Will you have some bread? A little bit. 12. We have a short lesson for today. 13. This poor little boy lives all alone. 14. I got up a little early this morning.

II. Write a letter for A. B. & Co. to Fernando da Costa, acknowledging receipt of his letter asking for employment as cashier. Tell him you have written to the firms he gave as references and that their replies were favorable, and that you will give him employment as cashier in your agency at Bahia, at a salary of \$190 a month. Ask him to please reply as soon as possible whether he will accept the position, when he can go to Bahia to begin working, and if he can do correspondence in English.

## Leitura

EMPRÊGOS DIVERSOS <sup>1</sup>

Em casa de tratamento,<sup>2</sup> precisa-se de pessoa trabalhadora, limpa e honesta (moça ou encerrador <sup>3</sup>) que faça a limpeza <sup>4</sup> geral do apartamento, duas ou três vezes por semana; só interessa pessoas que possam apresentar boas referências e tenham prática <sup>5</sup> do serviço. Apresentar na rua 1º de março, 542, apt. 108.

## CASAS

Aluga-se para uma ou duas pessoas de alto tratamento,<sup>2</sup> quarto mobiliado <sup>6</sup> com magnífica pensão.<sup>7</sup> Informações à Av. da Glória n. 304.

## EMPREGADOS DE ESCRITÓRIO

Precisa-se de um hábil <sup>8</sup> faturista-correspondente <sup>9</sup> que saiba calcular bem a máquina,<sup>10</sup> e também um auxiliar <sup>11</sup> com prática do serviço de amostras de tecidos.<sup>12</sup> Cartas do próprio punho,<sup>13</sup> com referências e pretensões <sup>14</sup> para Araujo & Cia, Caixa Postal 1.148.

INSTITUTOS DE ENSINO <sup>15</sup>

Inglês e Taquigrafia <sup>16</sup> Universal Inglesa. Sistema usado nos Estados Unidos da América. Método muito prático e rápido, ensinado por professora nata,<sup>17</sup> diplomada pela Universidade de Oxford. Ensino individual ou em pequenas turmas.<sup>18</sup> Prof. J. Smith, rua da Lapa, 42, apartamento 12, 1º andar.

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<sup>1</sup> Emprêgos diversos, *Miscellaneous help*. <sup>2</sup> casa de (alto) tratamento, *home of high standard of living*. <sup>3</sup> *watchman* (person hired by people on a street to make rounds at night to see that the doors are locked). <sup>4</sup> *cleaning*. <sup>5</sup> *experience*. <sup>6</sup> *furnished*. <sup>7</sup> *board*. <sup>8</sup> *capable*. <sup>9</sup> *invoice clerk and secretary*. <sup>10</sup> *machine*. <sup>11</sup> *assistant*. <sup>12</sup> *textiles*. <sup>13</sup> *hand(writing)*. <sup>14</sup> *qualifications*. <sup>15</sup> *instruction*. <sup>16</sup> *shorthand*. <sup>17</sup> *outstanding*. <sup>18</sup> *group*.

*REVIEW LESSON X*

A. *Express in Portuguese:* 21; 32; 43; 54; 65; 76; 88; 97; 123; 234; 345; 456; 567; 678; 789; 1240; 2357; 5963; 15,746; 100,154; 1,000,000; the year 1578; 1645; 1799; 1865; 1942; Book VII; Louis XIII; Pedro IV;  $\frac{1}{2}$ ;  $\frac{3}{4}$ ;  $\frac{5}{8}$ ;  $\frac{9}{10}$ ; 12 divided by two equals 6; 4 times 8 is 32; 9 plus 7 is 16; 25 minus 7 is 18.

B. *Write in Portuguese:* 1. Come here and stay here with me. 2. We have already written three letters to him. 3. His letter was not favorably received by the company; it was not correctly written. 4. I would give a lot of money for that fine dog. 5. His salary is \$40 a week. 6. He puts his pencils in a little box. 7. He gave him half of the orange. 8. She and I took a walk through the streets of the city. 9. John went to Rio de Janeiro last winter, and I shall go there this summer. 10. Please write me and tell me if it rains much there. 11. He prefers to stay in the house when it is raining. 12. I happened to meet everybody in the room. 13. He tried to explain to us what it meant. 14. My father sends a check for me every two weeks. 15. What an amusing little boy; how black his little eyes are.

C. 1. Write a letter asking for a position as cashier; tell your age, experience, salary, and why you want the position.

2. Write a letter ordering some books and asking for a statement of your account.

3. Reply to 2, sending an invoice for the books ordered, and stating that the account now shows a balance of \$4.25, which you are crediting to his account.

## VERBS

266. *Verb System*

The Portuguese verb system, being derived from that of Latin, shows flectional endings characteristic of mood, tense, person, and number:

<i>fal-ar, to speak</i>	<i>fal-amos, we speak</i>
<i>fal-ando, speaking</i>	<i>fal-ava, I (he) was speaking,</i>
<i>fal-o, I speak</i>	<i>used to speak</i>

The perfect tenses are formed by adding to the auxiliary verb *ter, to have*, the invariable past participle of the main verb:

<i>tenho falado, I have spoken</i>	<i>terei falado, I shall have spoken</i>
------------------------------------	--

Less commonly, and in literary use, *haver, to have*, is employed as the auxiliary in perfect tenses.

267. *Regular and Irregular Verbs*

The Portuguese verb may be divided into two leading classes: (1) the regular verb, (2) the irregular verb.

In the course of their conjugation, not a few regular verbs show changes in their radical (not always reflected in the spelling). These changes are due above all to (1) variation of accent, or to (2) the influence of a following sound (metaphony, umlaut, etc.).

268. *Future and Conditional*

The future of the indicative and the conditional of all verbs are based upon the infinitive form. This may suffer some modification in the case of irregular verbs:

<i>falar, to speak</i>	{ <i>falar-ei, I shall speak</i> <i>falar-ia, I should speak</i>
<i>dizer, to say</i>	{ <i>dir-ão, they will say</i> <i>dir-iam, they would say</i>

For all verbs, modification will occur in the case of the combination of the future and the conditional with interpolated object pronouns:

aprender, <i>to learn</i>	aprendê-lo-ei, <i>I shall learn it</i>
comprar, <i>to buy</i>	comprá-lo-famos, <i>we should buy it</i>

The endings of the future of the indicative and the conditional are derived from the present and the imperfect, respectively, of the indicative of *haver*, *to have*, and are the same for all verbs.

## 269. Verb Stems

- a) For regular verbs the stem with the true radical vowel may be found by cutting off the ending -a, -e, of the second singular of the imperative:

fal-a, <i>speak</i>	aprend-e, <i>learn</i>	part-e, <i>leave</i>
---------------------	------------------------	----------------------

- b) In regular verbs this stem is the basis of all forms except those of the future indicative and of the conditional. Many regular verbs keep this stem absolutely unchanged; others (radical-changing) show it subject to changes (not always expressed in writing) due to (1) shift of accent as between the stem and the ending, and to (2) metaphony (umlaut), i.e., the influence of a following vowel sound.
- c) A stem with unchangeable radical vowel (which is always the last vowel of the stem) is possessed by the following:
1. Verbs having i, u, as their radical vowel: *tirar*, *to draw*; *viver*, *to live*; *unir*, *to unite*; *pintar*, *to paint*; *difundir*, *to diffuse*; *aviltar*, *to vilify*; *avultar*, *to augment*; etc.
  2. Verbs having a nasal radical vowel: *jantar*, *to dine*; *assentar*, *to seat*; *aprender*, *to learn*; *montar*, *to mount*; *esconder*, *to hide*; etc.  
But, third conjugation verbs with nasal e as their radical vowel may be radical-changing: *mentir*, *to lie*; *minto*, *I lie*; *sentir*, *to feel*; *sintamos*, *let us feel*.
  3. Verbs having "neutral" (i.e., close) a [ɐ] before a nasal consonant: *chamar*, *to call*; *sanar*, *to cure*; *arranhar*, *to scratch*; etc.
  4. Verbs having in their radical the diphthongs au, eu, ui, and the digraph ou: *causar*, *to cause*; *enfeudar*, *to make a fief of*; *cuidar*, *to believe*; *louvar*, *to praise*; etc.

Also, the verbs whose radical *ai*, *ei*, *oi* is followed by a consonant in the stem: *pairar*, to *tack*, *soar*; *aceitar*, to *accept*; *afuitar*, to *encourage*.

5. Verbs whose radical vowel, *a* or *e*, is followed by *l* plus a consonant: *calçar*, to *put on shoes*; *faltar*, to *fail*, *be lacking*; *palpar*, to *touch*; *salvar*, to *save*; *esbeltar*, to *make slender*; etc.

## 270. Stressed and Unstressed *a*

The various peculiarities of radical-changing verbs of the three regular conjugations will be illustrated later. In the paradigms about to be given there will be noted one of the commonest, viz., the alternation of unstressed close *a* [ɐ] and stressed open *a* [a]: *falar* [fɐlar], to *speak*, but *falo* [falu], *I speak*; *partir* [pɐrtir], to *leave*, but *parto* [partu], *I leave*.

## Regular Verbs

### 271. Regular Conjugations

There are three regular conjugations in Portuguese, characterized by the vowels of their infinitive endings, namely, *-ar* for the first conjugation, *-er* for the second, and *-ir* for the third. As has been said already, the endings are the same for all Portuguese verbs in the fut. indic. and in the conditional. For the second and third conjugations the endings are alike in the past part., the sing. pres. indic. and imperat., the 3rd pl. pres. indic., all of the impf. indic., and all of the pres. subj. The inflected pres. pers. inf. and the fut. subj. have identical forms in all regular verbs. In general, there will be noticed in all three of the conjugations a similarity of many of the personal endings following the distinctive vowels *-a-*, *-e-*, *-i-*:

*fal-a-mos*, we *speak*  
*aprend-e-mos*, we *learn*  
*part-i-mos*, we *leave*

*fal-a-ram*, they *spoke* or *had spoken*  
*aprend-e-ram*, they *learned* or *had learned*  
*part-i-ram*, they *left* or *had left*

#### PARADIGMS

I	II	III
INFINITIVES		
PRESENT IMPERSONAL	PRESENT IMPERSONAL	PRESENT IMPERSONAL
<i>falar</i> [fɐlar] to <i>speak</i>	<i>aprender</i> [ɐprɛnder] to <i>learn</i>	<i>partir</i> [pɐrtir] to <i>leave</i>



## PRESENT PERSONAL

fal-ar [fəlar]  
 fal-ares [fəlaris]  
 fal-ar [fəlar]  
 fal-amos  
   [fəlarimus]  
 fal-ardes  
   [fəlardis]  
 fal-arem [fəlarēi]

## PRESENT PERSONAL

aprend-er [əprēnder]  
 aprend-eres [əprēnderis]  
 aprend-er [əprēnder]  
 aprend-emos  
   [əprēndermus]  
 aprend-erdes  
   [əprēnderdis]  
 aprend-erem [əprēnderēi]

## PRESENT PERSONAL

part-ir [pərtir]  
 part-ires [pərtiris]  
 part-ir [pərtir]  
 part-irmos  
   [pərtirmus]  
 part-irdes  
   [pərtirdis]  
 part-irem [pərtirēi]

## PARTICIPLES

## PRESENT (GERUND)

fal-ando [fələndu]  
   *speaking*

## PAST

fal-ado [fəladu]  
   *spoken*

## PRESENT (GERUND)

aprend-endo [əprēndēndu]  
   *learning*

## PAST

aprend-ido [əprēndidu]  
   *learned*

## PRESENT (GERUND)

part-indo [pərtindu]  
   *leaving*

## PAST

part-ido [pərtidu]  
   *left*

## INDICATIVE MOOD

## PRESENT

*I speak, do speak,  
 am speaking, etc.*

fal-o [falu]  
 fal-as [faləs]  
 fal-a [falə]  
 fal-amos  
   [fələmus]<sup>1</sup>  
 fal-ais [fəlais]  
 fal-am [faləu]

## PRESENT

*I learn, do learn, am  
 learning, etc.*

aprend-o [əprēndu]  
 aprend-es [əprēndis]  
 aprend-e [əprēndi]  
 aprend-emos  
   [əprēndemus]  
 aprend-eis [əprēndeis]  
 aprend-em [əprēndēi]

## PRESENT

*I leave, do leave, am  
 leaving, etc.*

part-o [partu]  
 part-es [partis]  
 part-e [partɪ]  
 part-imos  
   [pərtimus]  
 part-is [pərtis]  
 part-em [partēi]

## IMPERFECT

*I spoke, was speak-  
 ing, used to speak,  
 etc.*

fal-ava [fəlavə]  
 fal-avas [fəlavəs]

## IMPERFECT

*I learned, was learning,  
 did learn, etc.*

aprend-ia [əprēndiə]  
 aprend-ias [əprēndiəs]

## IMPERFECT

*I left, was leaving,  
 used to leave, etc.*

part-ia [pərtiə]  
 part-ias [pərtiəs]

<sup>1</sup> Note the difference in quality of the close a [ɐ] in the ending of the present indicative as compared with the open a [a] of the preterite.

fal-ava [fəlavə]	aprend-ia [əprëndiə]	part-ia [pətiə]
fal-ávamos [fəlavəmus]	aprend-íamos [əprëndiəmus]	part-íamos [pətiəmus]
fal-áveis [fəlaveis]	aprend-íeis [əprëndiéis]	part-íeis [pətiéis]
fal-avam [fəlavəũ]	aprend-íam [əprëndiũ]	part-íam [pətiũ]

## PRETERITE

*I spoke, did speak, etc. I learned, did learn, etc.*

fal-ei [fəlei]	aprend-i [əprëndi]
fal-aste [fəlasti]	aprend-este [əprëndesti]
fal-ou [fəlo]	aprend-eu [əprëndeu]
fal-ámos [fəlamus] <sup>1</sup>	aprend-emos [əprëndemus]
fal-astes [fəlastis]	aprend-estes [əprëndestis]
fal-aram [fəlarũ]	aprend-eram [əprëndერũ]

## PRETERITE

## PRETERITE

*I left, did leave, etc.*

part-i [pəti]
part-iste [pətisti]
part-iu [pətiũ]
part-imos [pətimus]
part-istes [pətistis]
part-iram [pətirũ]

## PLUPERFECT (SIMPLE)

*I had spoken, etc.*

fal-ara [fəlarə]
fal-aras [fəlarəs]
fal-ara [fəlarə]
fal-áramos [fəlarəmus]
fal-áreis [fəlareis]
fal-aram [fəlarũ]

## PLUPERFECT (SIMPLE)

*I had learned, etc.*

aprend-era [əprëndərə]
aprend-eras [əprëndერəs]
aprend-era [əprëndərə]
aprend-êramos [əprëndერəmus]
aprend-êreis [əprëndერeis]
aprend-eram [əprëndერũ]

## PLUPERFECT (SIMPLE)

*I had left, etc.*

part-ira [pətire]
part-iras [pətiras]
part-ira [pətire]
part-íramos [pətiremus]
part-íreis [pətireis]
part-iram [pətirũ]

## FUTURE

*I shall speak, etc.*

falar-ei [fəleiei]
falar-ás [fəleias]
falar-á [fəleia]
falar-emos [fəleiemus]
falar-eis [fəleieis]
falar-ão [fəleirũ]

## FUTURE

*I shall learn, etc.*

aprender-ei [əprëndierei]
aprender-ás [əprëndiias]
aprender-á [əprëndiia]
aprender-emos [əprëndieremus]
aprender-eis [əprëndiereis]
aprender-ão [əprëndierũ]

## FUTURE

*I shall leave, etc.*

partir-ei [pətirei]
partir-ás [pətiras]
partir-á [pətira]
partir-emos [pətiremus]
partir-eis [pətireis]
partir-ão [pətirũ]

<sup>1</sup> See footnote on page 238.

## CONDITIONAL

*I should speak, etc.*

falar-ia [fə'leɾiɐ]
falar-ias [fə'leɾiɐs]
falar-ia [fə'leɾiɐ]
falar-íamos [fə'leɾiɐmʊs]
falar-feis [fə'leɾiɐs]
falar-iam [fə'leɾiɐm]
[fə'leɾiɐm]

## CONDITIONAL

*I should learn, etc.*

aprender-ia [ə'prɛndɨɾiɐ]
aprender-ias [ə'prɛndɨɾiɐs]
aprender-ia [ə'prɛndɨɾiɐ]
aprender-íamos [ə'prɛndɨɾiɐmʊs]
aprender-feis [ə'prɛndɨɾiɐs]
aprender-iam [ə'prɛndɨɾiɐm]
[ə'prɛndɨɾiɐm]

## CONDITIONAL

*I should leave, etc.*

partir-ia [pɐɾtiɾiɐ]
partir-ias [pɐɾtiɾiɐs]
partir-ia [pɐɾtiɾiɐ]
partir-íamos [pɐɾtiɾiɐmʊs]
partir-feis [pɐɾtiɾiɐs]
partir-iam [pɐɾtiɾiɐm]
[pɐɾtiɾiɐm]

## IMPERATIVE MOOD

*speak*

<i>Sing. 2</i> fal-a [falɐ]
<i>Pl. 2</i> fal-ai [falɐi]

*learn*

aprend-e [ə'prɛndɨ]
aprend-ei [ə'prɛndɨɐ]

*leave*

part-e [pɐɾti]
part-i [pɐɾti]

## SUBJUNCTIVE MOOD

## PRESENT

*(that I may) speak,  
(let me) speak, etc.*

fal-e [falɨ]
fal-es [falɨs]
fal-e [falɨ]
fal-emos [fə'lemʊs]
fal-eis [fə'leɪs]
fal-em [falɐm]

## PRESENT

*(that I may) learn,  
(let me) learn, etc.*

aprend-a [ə'prɛndɐ]
aprend-as [ə'prɛndɐs]
aprend-a [ə'prɛndɐ]
aprend-amos [ə'prɛndɐmʊs]
aprend-ais [ə'prɛndɐɐs]
aprend-am [ə'prɛndɐm]

## PRESENT

*(that I may) leave,  
(let me) leave, etc.*

part-a [pɐɾtɐ]
part-as [pɐɾtɐs]
part-a [pɐɾtɐ]
part-amos [pɐɾtɐmʊs]
part-ais [pɐɾtɐɐs]
part-am [pɐɾtɐm]

## IMPERFECT

*(that or if I might)  
speak, etc.*

fal-asse [falɐsɨ]
fal-asses [falɐsɨs]
fal-asse [falɐsɨ]
fal-ássemos [fə'lasɨmʊs]
fal-ásseis [fə'lasɨsɨs]
fal-assem [fə'lasɨm]

## IMPERFECT

*(that or if I might)  
learn, etc.*

aprend-esse [ə'prɛndɐsɨ]
aprend-esses [ə'prɛndɐsɨs]
aprend-esse [ə'prɛndɐsɨ]
aprend-êssemos [ə'prɛndɐsɨmʊs]
aprend-êsseis [ə'prɛndɐsɨsɨs]
aprend-essem [ə'prɛndɐsɨm]

## IMPERFECT

*(that or if I might)  
leave, etc.*

part-isse [pɐɾtɨsɨ]
part-isses [pɐɾtɨsɨs]
part-isse [pɐɾtɨsɨ]
part-issemos [pɐɾtɨsɨmʊs]
part-isseis [pɐɾtɨsɨsɨs]
part-issem [pɐɾtɨsɨm]

FUTURE	FUTURE	FUTURE
<i>I (may or shall) speak, etc.</i>	<i>I (may or shall) learn, etc.</i>	<i>I (may or shall) leave, etc.</i>
fal-ar [fəlar]	aprend-er [əprənder]	part-ir [partir]
fal-ares [fəlaris]	aprend-eres [əprənderis]	part-ires [partiris]
fal-ar [fəlar]	aprend-er [əprənder]	part-ir [partir]
fal-amos [fəlar-mus]	aprend-ermos [əprənder-mus]	part-irmos [partir-mus]
fal-ardes [fəlar-dis]	aprend-erdes [əprənderdis]	part-irdes [partirdis]
fal-arem [fəlar-ɛi]	aprend-erem [əprənderɛi]	part-irem [partirɛi]

PERFECT INFINITIVES OF *falar*

## INFINITIVE IMPERSONAL

*to have spoken*

ter falado [ter fəladu]

## INFINITIVE PERSONAL

ter [ter]	} falado [fəladu]	termos [termus]	} falado [fəladu]
teres [teris]		terdes [terdis]	
ter [ter]		terem [terɛi]	

272. *Compound Progressive Tenses*

The present participle (gerund) of a principal verb may be combined with the auxiliary *estar* (never *ser*) *to be*, or with *ir*, *to go*, to form a progressive construction:

Estamos falando.  
O rapaz ia crescendo.

*We are speaking.*  
*The boy was growing.*

273. *Orthographic Changes*

It is a regular tendency of Portuguese verbs to preserve throughout their conjugation the consonantal sound at the end of the stem (as it stands when we cut off the infinitive ending -ar, -er, -ir, or the imperat. sing. ending -a, -e). Hence, before certain vowels of the flexional ending a change in the spelling of the end of the stem is necessitated. This is so not only for regular verbs but for others also.

274. *Changes of Stem before -e*

Before flectional -e these changes occur:

- a) Verbs in -c-ar change c to qu to keep the *k* sound ("hard" c sound):

*ficar, to remain*

PRET. INDIC. } *fiquei*  
1st Sing. }

PRES. SUBJ. *fique* *fiques* *fique* *fiquemos* *fiqueis* *fiquem*

- b) Verbs in -g-ar add to the g an unpronounced u to keep the "hard" g sound:

*rogar, to ask*

PRET. INDIC. } *roguei*  
1st Sing. }

PRES. SUBJ. *rogue* *rogues* *rogue* *roguemos* *rogueis* *roguem*

- c) Verbs in -ç-ar omit the cedilla from the c:

*caçar, to hunt*

PRET. INDIC. } *cacei*  
1st Sing. }

PRES. SUBJ. *cace* *caces* *cace* *cacemos* *caceis* *cacem*

N.B. It is to be noted that only seven forms of the verb inflection are concerned in the three cases just mentioned.

275. *Changes of Stem before -o, -a*

Before flectional -o or -a the following changes occur:

- a) Verbs in -c-er change c to ç:

*conhecer, to know*

PRES. INDIC., 1st Sing. *conheço* PRES. SUBJ. *conheça* *conheças*, etc.

- b) Verbs in -g-er and -g-ir (regular or not) change g to j:

*eleger, to choose*

PRES. INDIC., 1st Sing. *elejo* PRES. SUBJ. *eleja* *elejas*, etc.

*dirigir, to direct*

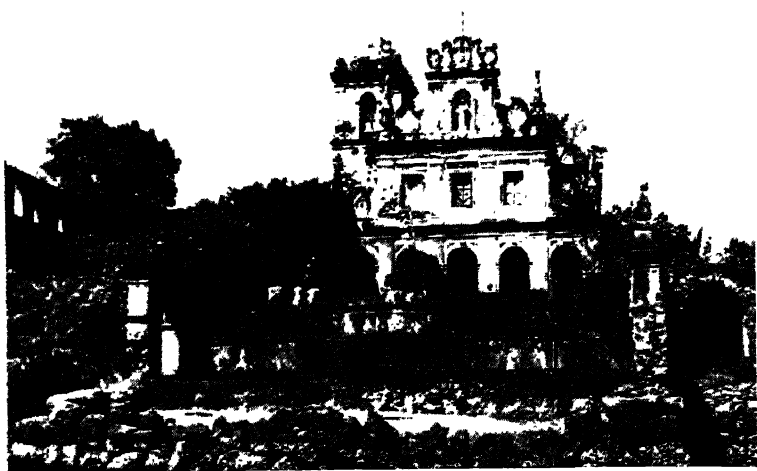
PRES. INDIC., 1st Sing. *dirijo* PRES. SUBJ. *dirija* *dirijas*, etc.

*fugir, to flee*

PRES. INDIC., 1st Sing. *fujo* PRES. SUBJ. *fuja* *fujas*, etc.



IMAGEM DO CRISTO REDENTOR, PERTO DO RIO



IGREJA DO SÉCULO DEZESSETE, PARAGUASSÚ, BAÍA



TEATRO MUNICIPAL, RIO DE JANEIRO

- Verbs in *-qu-ir* change *qu* to *c*. In *-quir* the *u* is silent: in *-quo* or *-qua* the *u* would be pronounced, and it is therefore necessary to change the *qu* of *-quir* to the *c* of *-co* and *-ca*:

*extorquir, to extort*

PRES. INDIC., 1st Sing. extorco      PRES. SUBJ. extorca, extorcas, etc.

N.B. The forms having *c*, especially those stressed on the radical, seem to be little used.

On the other hand, a verb in *-qu-ir* with a pronounced *u* (= *w*), which in the reformed spelling takes a grave accent (as a mark of diaeresis) before *e* or *i*, needs no diacritic where the ending is *-o* or *-a*:

*delinquir, to be delinquent*

PRES. INDIC. delinquo, delinquès, delinquè, delinquimos, delinquís, delinquèm

PRES. SUBJ. delinqua delinquas, etc.

- f) Verbs in *-gu-er* and *-gu-ir* (regular or not) omit their unpronounced *u*, which is not needed to indicate a "hard" *g* before *o* or *a*:

*erguer, to erect*

PRES. INDIC. ergo (*but* ergues, ergue, etc.)

PRES. SUBJ. erga, ergas, etc.

*seguir, to follow*

PRES. INDIC. sigo (*but* segues, segue, seguimos, seguís, seguem)

PRES. SUBJ. siga, sigas, siga, sigamos, sigais, sigam

But if the *u* after the *g* is pronounced, it is marked with the grave accent when unstressed, and with an acute accent when stressed:

*arguir, to argue*

PRES. PART. arguendo      PAST PART. arguido

PRES. INDIC. argúo, argúis (*older* argúes), argúi (*older* argúe), arguimos, arguís, arguém

IMPF. INDIC. arguía, etc.

PRET. INDIC. arguì, etc.

- e) Verbs whose stem ends in *z* preceded by a vowel lose the *e* of the pres. indic. 3d sing., and optionally of the imperat. sing.:



PRES. INDIC., 3d Sing. luz *luzir, to shine*

IMPERAT., Sing. luz *or luze*

To this class belong *conduzir, to conduct*, and the various derivatives in *-duzir* (from Latin *ducere*) such as *reduzir, etc.*

If a consonant precedes the z, the e is not dropped:

*franzir, to ruffle*

PRES. INDIC., 3d Sing. franze

## 276. Written Accent in Certain Verbs of First Conjugation

Verbs of the first conjugation, whose stem has i or u preceded by a vowel with which it does not form a diphthong, take an acute accent on the i or u in the forms stressing the radical. They may take a grave accent on the unstressed i or u:

	<i>enraizar, to take root</i>	<i>saúdar, to salute</i>
PRES. INDIC.	enraízo	saúdo
	enraízas	saúdas
	enraíza	saúda
	enraizamos	saúdamos
	enraízaís	saúdaís
	enraízam	saúdám
IMPERAT.	enraíza	saúda
	enraízai	saúdai
PRES. SUBJ.	enraíze	saúde
	enraízes	saúdes
	enraíze	saúde
	enraizemos	saúdemos
	enraízeis	saúdeis
	enraízem	saúdem

But, if the i or u is followed by *nh*, the written accent may be omitted: e.g., *embainhar, to sheathe*; *embainho, embainhas, embainha, embainham, embainhe, etc.*

## 277. Written Accent in Certain Verbs of Third Conjugation

Verbs of the third conjugation whose stem ends in *-a* add i to it before endings beginning with *-o* or *-a*. In the 2d and 3d pers. sing. pres. indic. and in the imperat. sing. the usual e of the ending becomes i [i], as it is now the second and unaccented element of a diphthong. Certain finite forms of these verbs have a stressed i:

this will regularly have an acute accent. *Cair* (older *cahir*), *to fall*, and *atrair* (older *attrahir*), *to attract*, are examples of this class. We give *cair*:

PRES. INDIC.	caio	PLUPERF. INDIC. (SIMPLE)	caíra
	caís ( <i>for</i> caes)		caíras, etc.
	cai ( <i>for</i> cae)	IMPERAT.	cai
	caímos		caí
	caís		
IMPF. INDIC.	caem	PRES. SUBJ.	caia
			caias
		IMPF. SUBJ.	caia
			caíamos
			caiais
PRET. INDIC.	caí	FUT. SUBJ. PRES. INF., PERSONAL	caiam
	caíste		
	caíu		
	caímos		
	caístes		
	caíram		
			caísse, etc.
			cair
			caíres, etc.

Certain verbs of the second conjugation whose stem ends in *-e* also add *i* before *-o* and *-a* of the ending. *Crer*, *to believe* and *ler*, *to read*, are of this class (*creio*, *I believe*; *leiam*, *let them read*); but, in view of the peculiarities, they are better treated as irregular verbs. See §§ 299, 300.

### 278. Stems Ending in *-o*

Verbs of the second conjugation whose stem ends in *-o* change to *i* [Y] the *-e* of the endings of the pres. indic., 2d and 3d sing.; the result is an open diphthong written *ói*:

*soer*, *to be wont*

PRES. INDIC., 2d Sing.	sóis ( <i>for</i> soes)
3d Sing.	sói ( <i>for</i> soe)

In the impf. and the pret. indic., such verbs take a written accent on the *i*, to show that it does not form a diphthong with the *o*: *soía*, *soías*, etc.; *soí*.

### 279. Verbs with Stem Ending in *-u*

Verbs of the third conjugation whose stem ends in *-u* change to *i* [Y] the *-e* of the endings of the pres. indic., 2d and 3d sing., and of the imperat. sing. Whenever in such verbs an *i*, after the *u*,

is stressed, it takes the acute accent, except in the inf. and the pres. part.

*fruir, to enjoy*

PRES. PART.	fruindo	PAST PART.	fruído
PRES. INDIC.	fruo	FUT. INDIC.	fruirei, etc.
	fruis ( <i>for</i> frues)	COND. INDIC.	fruiria, etc.
	frui ( <i>for</i> frue)	IMPERAT.	frui
	fruímos		fruí
	frúis	PRES. SUBJ.	frua, etc.
	fruem	IMPF. SUBJ.	fruísse, etc.
IMPF. INDIC.	fruía, etc.	FUT. SUBJ.	} fruir
PRET. INDIC.	fruí, etc.	PRES. INF., PERSONAL	
PLUPERF. INDIC.	fruíra, etc.		fruíres, etc.

## 280. *Radical-changing Verbs*

The phenomenon of radical changing, that is, a modification of the vowel sounds of the verb stem, is very important in Portuguese. Unfortunately, the situation is not one permitting a simple and concise statement. Often the variation in the vowel sound in question is not indicated in the written language; the matter is one of an alternation of the quality, open and close, of one and the same vowel, which is not indicated in writing. Thus, in the case of two of our model regular verbs, *falar* and *partir*, there is for their radical vowel *a* a constant shift as between its stressed *sound*, the more or less open [a], and its unstressed *sound*, the somewhat close [ɐ]; but the one character *a* does duty for both sounds. Similarly the stem vowels *e* and *o* have three sounds in the pres. indic. of verbs of the second conjugation, such as *dever*: *devo* [devu], *deves* [devis], *deve* [devi], *devemos* [dīvemus], etc.; and *comer*: *cômo* [komu], *comes* [kōmīs], *come* [kōmī], *comemos* [kumemus], etc.

Again, the variation is more than one in the quality of a single vowel and there is a marked difference in the spelling of the radical which exhibits the change in question. This is particularly the case when metaphony (umlaut) is in play, that is, when the nature of the radical is altered by the vowel of the flexional end-

ing. Thus *ferir* [fɪrɪr], *to wound*, has its radical vowel only slightly pronounced in the unstressed position before a flectional ending beginning with -i. The symbol remains e when the radical is stressed and followed by the flectional endings -es, -e, -em, but it has the open quality [ɛ], as in *feres* [fɛrɛs], *thou dost wound*; *ferem* [fɛrɛm], *they wound*. But both the symbol and the sound change to i [i], when the radical (stressed or unstressed) is followed by flectional endings beginning with -o, -a, as in *firo* [firu], *I wound*; *fíramos* [fíremus], *let us wound*.<sup>1</sup>

What has been said brings out the fact that shift of accent, as between the radical and the flectional ending, and the influence of the vowel sound of the flectional ending are the forces responsible for radical-changing conditions.

## 281. Radical-changing Verbs of the First Conjugation

The radical vowels most in point here are those written a, e, o; to them may be added the diphthongs written ai and oi. The following table shows the usual correspondence of unstressed (atonic) and stressed (tonic) values. It will be seen that, in general, the unstressed radical has a closed or "muted" quality, while the stressed has an open quality.<sup>2</sup>

UNSTRESSED (ATONIC)	STRESSED (TONIC)
a [ɐ] <i>falar</i> [fɐlar], <i>to speak</i>	open a [a] <i>fala</i> [falɐ], <i>he speaks</i>
e [ɐ] <i>levar</i> [lɐvar], <i>to carry</i>	open e [ɛ] <i>leva</i> [levɐ], <i>he carries</i>
o [ɐ] <i>cortar</i> [kɔrtar], <i>to cut</i>	open o [ɔ] <i>corta</i> [kɔrtɐ], <i>he cuts</i>
ai [ɐi] <i>ensaiar</i> [ɛsɐiɐr], <i>to try</i>	open ai [ai] <i>ensaia</i> [ɛsaiɐ], <i>he tries</i>
oi [ɐi] <i>boiar</i> [boiɐr], <i>to float</i>	open oi [oi] <i>boia</i> [boiɐ], <i>he floats</i>

But there are certain exceptions to this scheme of corresponding values.

<sup>1</sup> Note that verbs of the third conjugation with the stem vowel o, however, have only two forms of the vowel in the pres. indic.: *durmo* [durmu], *dormes* [dormɪs], *dorme* [dormɪ], *dormimos* [durmimus], etc.

<sup>2</sup> It is to be noted in the case of verbs related to substantives that the stressed radical of the verb will have open e [ɛ] or o [ɔ] even though the verb be derived from a noun or adjective with close e [e] or o [o]: e.g., *escóva* [ɛskovɐ] is the noun *brush*, but *escova* [ɛskovɐ] is the verb *he brushes*; *sêco* [sɛku], *sêca* [sɛkɐ] is the adjective *dry*, but *seca* [sɛkɐ] is the verb *he dries*.

- a) Before the palatalized sound **nh** [ɲ] we find the stressed radical **a**<sup>1</sup> and **o** always sounded as closed **a** [ɐ] and **o** [o]:

UNSTRESSED (ATONIC)	STRESSED (TONIC)
<b>a</b> [ɐ] <i>apanhar</i> [ɐpɐɲar], <i>to grasp</i>	close <b>a</b> [ɐ] <i>apanha</i> [ɐpɐɲɐ], <i>he grasps</i>
<b>o</b> [u] <i>envergonhar</i> [ĩvɐɲɔɲar], <i>to shame</i>	close <b>o</b> [o] <i>envergonha</i> [ĩvɐɲɔɲɐ], <i>he shames</i>

For radical **e** followed by **nh** the situation is this: the unstressed value is that of [ĩ] i.e., of the **i** in English *debit*, while the stressed value is that of close **e** [e]:

*ordenhar* [ordĩɲar], *to milk*                      *ordenha* [ordɐɲɐ], *he milks*

- b) Before intervocalic **m** and **n**, stressed **a**, **e**, and **o** generally have the closed values [ɐ, e, o]<sup>2</sup>:

UNSTRESSED (ATONIC)	STRESSED (TONIC)
<b>a</b> [ɐ] <i>amar</i> [ɐmar], <i>to love</i> <i>sanar</i> [sɐnar], <i>to heal</i>	close <b>a</b> [ɐ] <i>ama</i> [ɐmɐ], <i>he loves</i> <i>sana</i> [sɐnɐ], <i>he heals</i>
<b>e</b> [ĩ] <i>remar</i> [rĩmar], <i>to row</i> <i>penar</i> [pĩnar], <i>to pain</i>	close <b>e</b> [e] <i>rema</i> [remɐ], <i>he rows</i> <i>pena</i> [penɐ], <i>he pains</i>
<b>o</b> [u] <i>engomar</i> [ĩɲɔmar], <i>to starch</i>	close <b>o</b> [o] <i>engoma</i> [ĩɲɔmɐ], <i>he starches</i>
<i>abonar</i> [ɐbunar], <i>to guarantee</i>	<i>abona</i> [ɐbonɐ], <i>he guarantees</i>

But the stressed **o** of *domar*, *to tame*, *somar*, *to add up*, and *tomar*, *to take*, is open [ɔ].

- c) Coming immediately before a flectional vowel, the stressed radical **o** is close:

UNSTRESSED (ATONIC)	STRESSED (TONIC)
<i>coar</i> [kũar], <i>to filter</i>	close <i>coa</i> [kovɐ], <i>he filters</i> ; <i>coe</i> [koĩ], <i>let him filter, etc.</i>

- d) Before the palatalized sounds written **ch** [ʃ], **j** [ʒ], **lh** [ʎ], and **nh** [ɲ], the radical **e** is [ĩ] when unstressed and [e] (not [ɛ]) when stressed:

<sup>1</sup> The verb *ganhar*, *to gain*, has open **a** [a] throughout. <sup>2</sup> Before **m** plus consonant and **n** plus consonant, **a**, **e**, **o** are regularly nasalized to close **ã**, **ẽ**, and **õ** and the verbs in which they occur are not radical-changing if of the first or second conjugation; cf. § 80.

## UNSTRESSED (ATONIC)

fechar [fɨʃar], *to close*  
 bosquejar [buskɨʒar], *to sketch*  
 aconselhar [əkõsɨʎar], *to advise*  
 ordenhar [ordɨnar], *to milk*

## STRESSED (TONIC)

fecha [feʃɐ], *he closes*  
 bosqueja [buskeʒɐ], *he sketches*  
 aconselha [əkõseʎɐ], *he advises*  
 ordenha [ordeɲɐ], *he milks*

EXCEPTION: But where a related noun (from which the verb may be derived) has open e [ɛ], the stressed radical of the verb will have open e [ɛ]:

grelhar [grɨʎar], *to grill*

grelha, *imper.* [grɛʎɐ], *grill!* (cf. the noun *grelha* [grɛʎɐ], *grill*, with open e)

invejar or envejar [ɨvɨʒar], *to envy*

inveja or enveja [ɨvɛʒɐ], *he envies* (cf. the noun *inveja* or *enveja* [ɨvɛʒɐ], *envy*, with open e)

## 282. Verbs in -ear, -iar, -uar

Certain peculiarities are displayed by these verbs whose stem ends in the vowel -e, -i, or -u. Verbs in -ear [-ɨar] have -ei [ɛi] instead of e in the radical-stressed forms; a number of verbs in -iar [-ɨar] have -ei [ɛi], while others have i [i] in the radical-stressed forms; verbs in -uar [-ɨar] stress the u (which thereby acquires full vocalic force and is not the semivowel that it is when unstressed), when the radical has the stress.

- a) Verbs in -ear. Some of these are related to nouns having stressed ei [ɛi]: e.g., *ceia, supper*; *cear, to take supper*; *ceia, he takes supper*; *receio, fear*; *recear, to fear*; *receia, he fears*. Others are derived from nouns by the addition of a suffix -ear, -eio, etc.: e.g., *prata, silver*; *pratear, to silver, plate*; *passo, step*; *passear, to take about, walk about*. Only nine forms of the verb show the change in question, as they alone bear the stress on the radical; they are the three singular forms and the 3d pl. of the pres. indic. and the pres. subj., and the imperat. sing.

*cear* [sɨar], *to take supper*

PRES. INDIC. *ceio* [seɨu]  
*ceias* [seɨɐs]  
*ceia* [seɨɐ]  
*ceamos* [sɨɐmus]  
*ceais* [sɨɐs]  
*ceiam* [seɨũ]

PRES. SUBJ. *ceie* [seɨ]  
*ceies* [seɨs]  
*ceie* [seɨ]  
*ceemos* [sɨemus]  
*ceeis* [sɨeis]  
*ceiem* [seɨ]

IMPERAT., *Sing.* *ceia* [seɨɐ]

N.B. *Crear*, to create (as distinguished from *criar*, to breed, bring up, etc.) was once regarded as an exception, taking *i* [i] in its radical-stressed forms: *crio*, *crias*, *cria*, *criam*, etc. But the spelling *criar* is now preferred in even the sense to create, and for all meanings the verb shows *i* (unstressed [ɨ], stressed [i]) throughout. *Procrear* (also *procriar*), to procreate, may have either *procreio*, etc., or *procrio*, etc. *Recrear*, to divert, amuse, has *recreio*, etc. (cf. the noun *recreio*, recreation); *recrilar*, to re-create, has *recrio*, etc.

- b) Verbs in *-iar*. As stated above, some of these verbs show *-ei* in the radical-stressed forms. Notable among them are *ansiar*, to yearn; *obsequiar*, to favor; *odiar*, to hate; *premiar*, to reward; *remediar*, to remedy; and some verbs in *-ciar*, e.g., *comerciar*, to trade; *negociar*, to carry on business; *presenciar*, to witness (but see below):

*odiar* [ud'iar], to hate

PRES. INDIC.	odeio	PRES. SUBJ.	odeie
	odeias		odeies
	odeia		odeie
	odiamos		odiemos
	odiais		odieis
	odeiam		odeiem

IMPERAT., *Sing.* odeia

But most verbs in *-iar* have stressed *i* [i] in the radical-stressed forms, and are invariable throughout. These may correspond to nouns with stressed *i*, e.g., *fiar*, to spin; *fio* (n.), thread, or to other nouns, e.g., *copiar*, to copy; *cópia* (n.), copy; *alumiar*, to light; *lume* (n.), light.

PRES. INDIC.	fio [fiu]	copio [kupiɯ]
	fias [fiɐs]	copias [kupiɐs]
	fia [fiɐ]	copia [kupiɐ]
	fiamos [fiɐmus]	copiamos [kupiɐmus]
	fiais [fiɐɐs]	copiais [kupiɐɐs]
	fiam [fiɐũ]	copiam [kupiɐũ]
PRES. SUBJ.	fie [fi]	copie [kupi]
	fies [fiɐs]	copies [kupiɐs]
	fie [fi]	copie [kupi]
	femos [fiɐmus]	copiemos [kupiɐmus]
	fieis [fiɐɐs]	copieis [kupiɐɐs]
	fieim [fiɐ]	copieim [kupiɐ]
IMPERAT., <i>Sing.</i>	fia [fiɐ]	copia [kupiɐ]

Certain verbs in *-ciar* may use either stressed *-ei* or stressed *-i*: thus, *licenciar*, to dismiss, *presenciar*, to witness, *sentenciar*, to sentence, show besides the more common *licenceio*, *presenceio*, *sentenceio*, etc., the forms *licencio*, *presencio*, *sentencio*, etc.

- c) Verbs in *-uar*. These verbs stress the *u* in the radical-stressed forms, even though they be related to nouns that do not stress the *u*: e.g., *aguar* [agũar], to water; *água* [agũw], water (*n.*). From the Portuguese point of view *água* is stressed on the third last syllable.

PRES. INDIC.	aguo [aguu] <sup>1</sup>	PRES. SUBJ.	agüe [agui]
	aguas [agues]		agües [agüis]
	agua [aguw]		agüe [agui]
	aguamos [agũsmus]		agüemos [agüemus]
	aguais [agũais]		agüeis [agüeis]
	aguam [aguẽũ]		agüem [aguẽĩ]

IMPERAT., *Sing.* agua [aguw]

PRET. INDIC., 1st *Sing.* agüei [agüei]

## 283. Verbs Derived from Nouns

In general, verbs derived from nouns stressed on the third last syllable have their radical-stressed forms stressed on the second last syllable. Thus from *fábrica*, factory, manufacture, comes the verb *fabricar*, to manufacture, which stresses the *i* in the radical-stressed forms: *fabrico* [fɛbriku], *fabricas* [fɛbrikas], etc. It is interesting to note, however, that from such verbs other nouns may be derived with the same stress as that of the radical-stressed forms of the verb: e.g., from *fabricar*, *fabrico*, etc., comes *fabrico* [fɛbriku], the act of manufacturing.

## 284. Vowels of the Verb Stem

While in the great majority of verbs there are the normal alternations: *a*, unstressed [ɐ], stressed [a]; *e*, unstressed [ɪ], stressed [ɛ] or [e]; *o*, unstressed [u], stressed [ɔ] or [o], to be sure of the conjugation of a given verb one should know fully its unstressed radical and its stressed radical. For example, *esquecer*, to forget, might be supposed to have unstressed *e* [ɪ]

<sup>1</sup> Note that in this verb the *a* of the stem is always open [a] whether stressed or not. So, also, in the derivative *desaguar*.



	<i>ferir</i> [fírɨr], <i>to wound</i>	<i>dormir</i> [durmir], <i>to sleep</i>
PRES. INDIC.	firo [fíru]	durmo [durmu]
	feres [ferís]	dormes [dormís]
	fere [ferí]	dorme [dormí]
	ferimos [fírimus]	dormimos [durmimus]
	feris [fíris]	dormis [durmis]
	ferem [ferêi]	dormem [dormêi]
PRES. SUBJ.	fira [fíre]	durma [durme]
	firas [fíres]	durmas [durmes]
	fira [fíre]	durma [durme]
	firmos [fírmus]	durmamos [durməmus]
	firais [fírais]	durmais [durmaís]
	fram [firêi]	durmam [durmêi]
IMPERAT.	fere [ferí]	dorme [dormí]
	feri [fíri]	dormi [durmi]

Like *ferir* are conjugated:

<i>advertir, to warn</i>	<i>preferir, to prefer</i>
<i>aferir, to compare</i>	<i>proferir, to utter</i>
<i>compelir, to compel</i>	<i>prossequir (or prosequir), to pursue, prosecute</i>
<i>competir, to compete</i>	<i>referir, to refer, report</i>
<i>conferir, to confer</i>	<i>reflectir, to reflect</i>
<i>conseguir, to obtain</i>	<i>repelir, to repel</i>
<i>deferir, to defer, confer</i>	<i>repetir, to repeal</i>
<i>despir, to strip</i>	<i>revestir, to clothe</i>
<i>desservir, to harm</i>	<i>seguir, to follow</i>
<i>digerir, to digest</i>	<i>servir, to serve</i>
<i>divertir, to divert</i>	<i>vestir, to dress</i>
<i>enxerir, to insert</i>	
<i>inserir, to insert</i>	

N.B. Of course, *seguir*, *conseguir* and *prossequir* omit their *u* after the *g* before a flecational ending beginning with *o* or *a*: *sigo*, *siga*, *sigam*, etc.; cf. § 275, *d*.

Like *dormir* are conjugated *cobrir* (or *cubrir*), *to cover*; *engulir*, *to swallow*; *tossir*, *to cough*; and derivatives of these verbs, such as *descobrir*, *to discover, uncover*; *recobrir*, *to re-cover*, etc.

- Verbs of the class represented by *sentir* have graphically the same peculiarities as *ferir*, but their radical *e*, being nasalized, is always

close whether it appears in the stressed or the unstressed position. Radical *i* nasalized [ĩ] appears before flectional *o* and *a*:

*sentir* [sẽtir], *to feel*

PRES. INDIC.	sinto [sĩntu]	PRES. SUBJ.	sinta [sĩntɐ]
	sentes [sẽntĩs]		sintas [sĩntəs]
	sente [sẽntĩ]		sinta [sĩntɐ]
	sentimos [sẽntĩmus]		sintamos [sĩntəmus]
	sentis [sẽntĩs]		sintais [sĩntais]
	sentem [sẽntẽĩ]		sintam [sĩntẽũ]
IMPERAT.	sente [sẽntĩ]		
	senti [sẽnti]		

Like *sentir* are conjugated *mentir*, *to lie*, and the derivatives of both verbs, such as *desmentir*, *to belie*; *assentir*, *to assent*; *consentir*, *to consent*; *dissentir*, *to dissent*; *pressentir*, *to have a presentiment of*; *ressentir*, *to feel again, resent*.

3. Verbs of the class of *agredir* have *i* [i] instead of *e* in the radical-stressed forms and everywhere before *a* of the flectional ending; consequently the *i* is written in the three persons sing. and the 3d pl. pres. indic., throughout the pres. subj., and in the imperat. sing.

*agredir* [ɐgrĩdir], *to attack*

PRES. INDIC.	agrido [ɐgrĩdu]	PRES. SUBJ.	agrida [ɐgrĩdɐ]
	agrides [ɐgrĩdĩs]		agridas [ɐgrĩdɐs]
	agride [ɐgrĩdĩ]		agrida [ɐgrĩdɐ]
	agredimos [ɐgrĩdimus]		agridamos [ɐgrĩdəmus]
	agredis [ɐgrĩdis]		agridais [ɐgrĩdais]
	agridem [ɐgrĩdẽĩ]		agridam [ɐgrĩdẽũ]
IMPERAT.	agride [ɐgrĩdĩ]		
	agredi [ɐgrĩdi]		

Like *agredir* are conjugated:

denegrir ( <i>cf. also</i> denigrir), <i>to blacken</i>	remir, <i>to redeem</i>
prevenir, <i>to anticipate, prevent</i>	transgredir, <i>to transgress</i>
progredir, <i>to progress</i>	

4. *Frigir* (also *frijir*), *to fry*, seems to be unique. Its past participle is irregular, *frito*, *fried*, or regular, *frigido*. Its radical has *i* [i] everywhere except when stressed and followed by a flectional ending beginning with *e*. In this latter case, i.e., in the pres. indic. 2d and 3d pers. sing. and 3d pl., and in the imperat. sing., the radical has open *e* [ɛ].

PRES. INDIC.	frijo [friʒu]	PRES. SUBJ.	frija [friʒɐ], etc.
	freges [frɛʒɨs]		
	fregem [frɛʒɨ]	IMPERAT.	fregem [frɛʒɨ]
	frigimos [friʒimus]		frigi [friʒi]
	frigis [friʒis]		
	fregem [frɛʒɨ]		

N.B. Of course *j*, not *g*, is written wherever the flectional ending begins with *o* or *a*.

5. Verbs of the class of *sumir* have *u* everywhere (stressed and unstressed) except when the radical is stressed and followed by a flectional ending beginning with *e*. In this latter case the radical has open *o* [ɔ]. This open *o* [ɔ] can occur only in the pres. indic., 2d and 3d pers. sing. and 3d pers. pl., and in the imperat. sing.

*sumir* [sumir], *to sink*

PRES. INDIC.	sumo [sumu]	PRES. SUBJ.	suma [sumɐ], etc.
	somes [sɔmɨs]		
	some [sɔmɨ]	IMPERAT.	some [sɔmɨ]
	sumimos [sumimus]		sumi [sumi]
	sumis [sumis]		
	somem [sɔmɨ]		

Like *sumir* are conjugated:

<i>acudir</i> , <i>to hasten, have recourse</i>	<i>destruir</i> , <i>to destroy</i>
<i>bulir</i> , <i>to stir</i>	<i>fugir</i> , <i>to flee</i>
<i>construir</i> , <i>to construct</i>	<i>refugir</i> , <i>to flee again, recede</i>
<i>consumir</i> , <i>to consume</i>	<i>sacudir</i> , <i>to shake</i>
<i>cuspir</i> , <i>to spit</i>	<i>subir</i> , <i>to mount</i>

N.B. *Construir* and *destruir* are also found with their *u* preserved throughout — especially *construir* (*construis*, *construi*, etc.). *Fugir* and *refugir* have *j*, not *g*, before flectional endings beginning with *o* and *a*: *fujo*, *fuja*, etc. In the reformed spelling, verbs whose stems end in a vowel write the endings of the pres. indic., 2d and 3d pers. sing., and the imperat. sing. as *-is* (not *-es*), *-i* (not *-e*): *construis* (or *constrois*), not *construes* (or *constroes*); *construi* (or *constroi*), not *construe* (or *constroe*).

## 287. Defective Verbs of the Third Conjugation

A number of verbs of the third conjugation are defective in that they have only the forms stressing the flectional ending, i.e., the

forms in which the stem is always followed by -i. Therefore, they cannot be radical-changing. Among the commoner of them are: *abolir*, to abolish; *demolir*, to demolish; *empedernir*, to harden; *extorquir*, to extort; *falir*, to fail; *florir*, to flourish; *munir*, to furnish; *renhir*, to quarrel; *retorquir*, to retort; *submergir*, to submerge.

## Irregular Verbs

### 288. Dar, estar

Two irregular verbs, *dar*, to give, and *estar*, to be, belong in part to the first conjugation. But in their pret. indic. and the tenses which may be regarded as derived from it (pluperf. indic., impf. and fut. subj.), they belong rather to the second conjugation.

289.	dar, to give				
	PRESENT PARTICIPLE (Gerund)		d-ando	PAST PARTICIPLE d-ado	
PRES. INDIC.					
d-ou	d-ás	d-á	d-amos	d-ais	d-ão
PRES. SUBJ.					
d-ê	d-ês	d-ê	d-êmos	d-eis	dê-em
IMPERAT.	d-á			d-ai	
FUT. INDIC.					
dar-ei	dar-ás	dar-á	dar-emos[e]	dar-eis	dar-ão
COND.					
dar-ia	dar-ias	dar-ia	dar-íamos	dar-feis	dar-iam
IMPF. INDIC.					
d-ava	d-avas	d-ava	d-ávamos	d-áveis	d-avam
PRET. INDIC.					
d-ei	d-este[ε]	d-eu[e]	d-emos[ε]	d-estes[ε]	d-eram[ε]
PLUPERF. INDIC.					
d-era[ε]	d-eras[ε]	d-era[ε]	d-éramos	d-éreis	d-eram[ε]
IMPF. SUBJ.					
d-esse[ε]	d-esses[ε]	d-esse[ε]	d-éssemos	d-ésseis	d-essem[ε]
FUT. SUBJ.					
d-er[ε]	d-eres[ε]	d-er[ε]	d-ermos[ε]	d-erdes[ε]	d-erem[ε]
PERS. INF.					
d-ar	d-ares	d-ar	d-amos	d-ardes	d-arem

The accents actually written on the verb forms, when they do not simply indicate a stressed antepenult, serve to distinguish the verb forms from other words spelled like them. The symbol in brackets after a verb form which does not have a written accent marks the quality of the stressed vowel of that form.<sup>1</sup> Observe that *dêmos* of the pres. subj. has a close *e*, while *demos* of the pret. indic. has an open *e*. Contrary to the general rule for preterites of the second conjugation, the 2d sing., pret. indic., of *dar* has an open *e*. This open *e* reappears in the plural of the preterite and in the forms derived from the preterite, viz., the pluperf. indic., the impf. subj., and the fut. subj. The ending *-ou* of the 1st sing., pres. indic., reappears in the same form of the verbs *estar*, *ir*, and *ser*: *estou*, *vou*, *sou*. Note that in the 3d pl., pres. subj., the stem is *dê-*, while in all the other forms of the present tenses it is only *d-*. All verbs, regular and irregular, show a *d* in the ending of the 2d pl., fut. subj. and pers. inf.

290.

*estar, to be*

PRES. PART. } (Gerund)		est-ando		PAST PART. est-ado	
PRES. INDIC.					
est-ou	est-ás	est-á	est-amos	est-ais	est-ão
PRES. SUBJ.					
estej-a	estej-as	estej-a	estej-amos	estej-ais	estej-am
IMPERAT.					
	est-á			est-ai	
FUT. INDIC.					
estar-ei	estar-ás	estar-á			
		estar-emos[e]	estar-eis	estar-ão	
COND.					
estar-ia	estar-ias	estar-ia			
		estar-famos	estar-feis	estar-iam	
IMPF. INDIC.					
est-ava	est-avas	est-ava			
		est-ávamos	est-áveis	est-avam	
PRET. INDIC.					
estiv-e	estiv-este[e]	estev-e[e]			
		estiv-emos[e]	estiv-estes[e]	estiv-eram[e]	
PLUPERF. INDIC.					
estiv-era[e]	estiv-eras[e]	estiv-era[e]			
		estiv-éramos	estiv-éreis	estiv-eram[e]	

<sup>1</sup> [e] = close e; [ɛ] = open e; [o] = close o; [ɔ] = open o.



## IMPF. INDIC.

tinh-a	tinh-as	tinh-a tinh-amos	tinh-eis	tinh-am
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## PRET. INDIC.

tiv-e	tiv-este[ε]	tev-e[ε] tiv-emos[ε]	tiv-estes[ε]	tiv-eram[ε]
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## PLUPERF. INDIC.

tiv-era[ε]	tiv-eras[ε]	tiv-era[ε] tiv-éramos	tiv-éreis	tiv-eram[ε]
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## IMPF. SUBJ.

tiv-esse[ε]	tiv-esses[ε]	tiv-esse[ε] tiv-éssemos	tiv-ésseis	tiv-essem[ε]
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## FUT. SUBJ.

tiv-er[ε]	tiv-eres[ε]	tiv-er[ε] tiv-ermos[ε]	tiv-erdes[ε]	tiv-erem[ε]
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## PERS. INF.

t-er[ε]	t-eres[ε]	t-er[ε] t-ermos[ε]	t-erdes[ε]	t-erem[ε]
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It is obvious that *ter* is very irregular. The stem of the 1st pers., pres. indic., is *tenh-*. This reappears in the pres. subj. throughout: so, also, in *vir*, *venho*, *venha*, etc.; *pôr*, *ponho*, *ponha*, etc. There is no vowel left in the endings of the 2d and 3d sing. of the pres. indic., or in the imperat. sing.: cf. *vir*, *vens*, *vem*. The 2d sing. indic. *tens* becomes *tem* before certain object pronouns: *thou hast it*, *tem-lo*, *tem-la*. The 2d pl. shows in the ending a *d*, which reappears in the imperat. pl.: this peculiarity will be found also in *vir*, *vindes*, *vinde*; *pôr*, *pondes*, *ponde*; *ir*, *ides*, *ide*; *rir*, *rides*, *ride*; *ver*, *vêdes*, *vêde*; *crer*, *credes*, *crede*; *ler*, *ledes*, *lede*. The 3d pl. is written *têm* or *teem* and its pronunciation is [têĩ] or [têĩĩ], i.e., it may have a double nasal diphthong; so, also, *vir* has *vêm* or *veem*, pronounced [vêĩ] or [vêĩĩ]. As for *vir*, *vinha*, etc., and *pôr*, *punha*, etc., the impf. indic. is unusual. Instead of classic Latin *tenebam*, the Vulgar Latin said \**tenéam*, which developed through *tenfa* to *tinha*. The pret. indic. is strong; its 3d pers. sing. has a close stressed *e*. The stressed flexional endings have an open *e* which, therefore, reappears in the pluperf. indic. and in the impf. and fut. subj. The inf. has the close *e* which is usual in the second conjugation.

Like *ter* are conjugated its derivatives: *abster*, to restrain (*abster-se*, to abstain); *ater*, to adhere; *conter*, to contain; *deter*, to detain; *entreter*, to entertain; *manter*, to maintain; *obter*, to obtain; *reter*, to retain; *suster*, to sustain.

292.

vir, to come

	PRES. PART. (Gerund)		v-indo	PAST PART.	v-indo
PRES. INDIC.	venh-o	ven-s	vem	v-imos [i or í]	vin-des vêm or veem
PRES. SUBJ.	venh-a	venh-as	venh-a	venh-amos	venh-ais venh-am
IMPERAT.	vem			v-inde	
FUT. INDIC.	vir-ei	vir-ás	vir-á	vir-emos[ε]	vir-eis vir-ão
COND.	vir-ia	vir-ias	vir-ia	vir-íamos	vir-íeis vir-iam
IMPF. INDIC.	vinh-a	vinh-as	vinh-a	vinh-amos	vinh-eis vinh-am
PRET. INDIC.	vim	vi-este[ε]	vei-o [vefu]	vi-emos[ε]	vi-estes[ε] vi-eram[ε]
PLUPERF. INDIC.	vi-era[ε]	vi-eras[ε]	vi-era[ε]	vi-éramos	vi-éreis vi-eram[ε]
IMPF. SUBJ.	vi-esse[ε]	vi-esses[ε]	vi-esse[ε]	vi-éssemos	vi-ésseis vi-essem[ε]
FUT. SUBJ.	vi-er[ε]	vi-eres[ε]	vi-er[ε]	vi-ermos[ε]	vi-erdes[ε] vi-erem[ε]
PERS. INF.	v-ir	v-ires	v-ir	v-irmos	v-irdes v-irem

The pres. part. (gerund) has the regular ending -indo of third conjugation verbs. The past part. has the same ending, differently evolved; V. L. \**venitum* (C. L. *ventum*) > *venido* > *veído* > *vído* > *vido* > *vindo*. For the 1st sing., pres. indic., all the pres. subj., the 2d and 3d sing. and pl. of the pres. indic. and all the impf. indic., see the remarks under *ter*. Before certain object pronouns the 2d pers., pres. indic., *vems*, becomes *vem*: *Vem-lo fazer?* *Dost thou come to do it?* The *i* of the 1st pl., pres. indic., may have a nasal pronunciation, due to the double nasal of L. *venimus* > *vẽ-ímos* > *vĩ-ímos* > *vĩmos*, but the unnasalized pronunciation occurs also. The pret. indic. is strong; it has lost the vowel in the ending of the 1st sing., and has the unusual ending -o [u] in the 3d sing.



(V. L. *\*venüt* for C. L. *venit*). The open e of the 2d sing. reappears in the plural of the preterite and throughout the pluperf. indic. and the impf. and fut. subj.

Like *vir* are conjugated its derivatives: *advir*, to *supervene*; *contravir*, to *contravene*; *convir*, to *agree, suit*; *desavir*, to *make inimical*; *intervir*, to *intervene*; *provir*, to *proceed (from), emanate*; *sobrevir*, to *occur*.

293.

haver[e], to have

	PRES. PART. } hav-endo (Gerund)		PAST PART. hav-ido	
PRES. INDIC.				
hei	hás	há	hav-emos <sup>1</sup> (h)-emos <sup>1</sup>	hav-eis (h)-eis } hão
PRES. SUBJ.				
haj-a	haj-as	haj-a	haj-amos[ε]	haj-ais haj-am hav-ei
IMPERAT.	há			
FUT. INDIC.	haver-ei, etc. (regular)			
COND.	haver-ia, etc. (regular)			
IMPF. INDIC.				
hav-ia (h)ia <sup>2</sup>	hav-ias (h)ias	hav-ia (h)ia	hav-íamos (h)íamos	hav-feis (h)feis
			hav-iam (h)iam	
PRET. INDIC.				
houv-e	houv-este[ε]	houv-e houv-emos[ε]	houv-estes[ε]	houv-eram[ε]
PLUPERF. INDIC.				
houv-era[ε]	houv-eras[ε]	houv-era[ε] houv-éramos	houv-éreis	houv-eram[ε]
IMPF. SUBJ.				
houv-esse[ε]	houv-esses[ε]	houv-esse[ε] houv-éssemos	houv-ésseis	houv-essem[ε]
FUT. SUBJ.				
houv-er[ε]	houv-eres[ε]	houv-er[ε] houv-ermos[ε]	houv-erdes[ε]	houv-erem[ε]

<sup>1</sup> The shortened forms are used in forming the fut. indic. of all verbs.

<sup>2</sup> The shortened forms are used in forming the cond. of all verbs.

## PERS. INF.

hav-er[e]	hav-eres[e]	hav-er[e]	hav-ermos[e]	hav-erdes[e]	hav-erem[e]
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Remark the double forms in the 1st and 2d pl., pres. indic. The forms of the pres. indic. (including *hemos* and *heis*) and the secondary forms of the impf. indic. appear in the fut. indic. and the cond. with interpolated objects (personal pronouns), and the *h* is no longer written: *fá-lo-ei*, *I shall do it*, not *fá-lo-hei*; and *fá-lo-ia*, *I should do it*; not *fá-lo-hia*. If the endings of the fut. indic. and cond. are left unhyphenated, the *h* will appear: *fá-lo hemos*, *we shall do it* = *fá-lo-emos*; *fá-lo híamos*, *we should do it* = *fá-lo-famos*. As in *ser*, *seja*, and *estar*, *esteja*, the pres. subj. stem ends in *j*. The pret. indic. is strong and the stressed open *e* of the 2d sing. reappears in the pret. pl. and throughout the pluperf. indic. and the impf. and fut. subj. As an impersonal verb, *there is*, etc., *haver* employs only the 3d sing. forms of the various tenses. As an independent verb meaning *to have* and taking a direct object, *haver* is less used than *ter*. Its use as the auxiliary of the perfect tenses is literary rather than popular; *ter* is common in that construction. Like *ter*, *haver* may be used with *de* and the infinitive of a main verb; *hei de cantar esta noite*, *I am to (shall) sing tonight*; *tenho de (or que) cantar*, *I have to sing (I must sing)*.

The derivative *rehaver*, *to get back*, is conjugated like *haver*, but has only the forms with *v*: *rehavendo*, *rehavido*, *rehavia*, *rehouve*, *rehouvera*, etc.

294. saber[e], *to know, know how*

PRES. PART. (Gerund)	sab-endo	PAST PART.	sab-ido
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## PRES. INDIC.

sei	sab-es	sab-e	sab-emos	sab-eis	sab-em
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## PRES. SUBJ.

saib-a	saib-as	saib-a	saib-amos	saib-ais	saib-am
--------	---------	--------	-----------	----------	---------

## IMPERAT.

sab-e	sab-ei
-------	--------

## FUT. INDIC.

saber-ei, etc. (*regular*)

## COND.

saber-ia, etc. (*regular*)

## IMPF. INDIC.

sab-ia, etc. (*regular*)

## PRET. INDIC.

soub-e	soub-este[ε]	soub-e			
	soub-emos[ε]	soub-estes[ε]	soub-eram[ε]		

## PLUPERF. INDIC.

soub-era[ε]	soub-eras[ε]	soub-era[ε]			
	soub-éramos	soub-éreis	soub-eram[ε]		

## IMPF. SUBJ.

soub-esse[ε]	soub-esses[ε]	soub-esse[ε]			
	soub-éssemos	soub-ésseis	soub-essem[ε]		

## FUT. SUBJ.

soub-er[ε]	soub-eres[ε]	soub-er[ε]			
	soub-ermos[ε]	soub-erdes[ε]	soub-erem[ε]		

## PERS. INF.

sab-er[e]	sab-eres[e]	sab-er[e]			
	sab-ermos[e]	sab-erdes[e]	sab-erem[e]		

Note the number of perfectly regular forms in this verb and in *caber*. The 1st sing., pres. indic., comes from V. L. *\*saio* instead of C. L. *sapio*; the other forms of the pres. indic. are regular. The pres. subj. corresponds to L. *sapiam*, etc., with the *i* of the ending attracted (as *í*) into the verb stem. The pret. indic. is strong and the open *e* of the 2d sing. reappears in the plural of the preterite and throughout the pluperf. indic. and the impf. and fut. subj.

295. *caber*[e], *to be contained, fit*

PRES. PART.	} cab-endo	PAST PART.	cab-ido
(Gerund)			

## PRES. INDIC.

caib-o	caib-es	caib-e	caib-emos	caib-eis	caib-em
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## PRES. SUBJ.

caib-a	caib-as	caib-a	caib-amos	caib-ais	caib-am
--------	---------	--------	-----------	----------	---------

## IMPERAT.

caib-e	caib-ei
--------	---------

## FUT. INDIC.

caiber-ei, etc. (*regular*)

## COND.

caiber-ia, etc. (*regular*)

## IMPF. INDIC.

caib-ia, etc. (*regular*)

## PRET. INDIC.

coub-e	coub-este[ε]	coub-e			
	coub-emos[ε]	coub-estes[ε]	coub-eram[ε]		

## PLUPERF. INDIC.

coub-era[ε]	coub-eras[ε]	coub-era[ε]			
	coub-éramos	coub-éreis	coub-eram[ε]		

## IMPF. SUBJ.

coub-esse[ε]	coub-esses[ε]	coub-esse[ε]			
	coub-éssemos	coub-ésseis	coub-essem[ε]		

## FUT. SUBJ.

coub-er[ε]	coub-eres[ε]	coub-er[ε]			
	coub-ermos[ε]	coub-erdes[ε]	coub-erem[ε]		

## PERS. INF.

cab-er[e]	cab-eres[e]	cab-er[e]			
	cab-ermos[e]	cab-erdes[e]	cab-erem[e]		

Caber has *caibo* in the 1st sing., pres. indic., from L. *capto*, whose *i* has been attracted into the verb stem. Otherwise this verb is conjugated exactly like *saber*.

296.

ser[e], to be

PRES. PART.	} s-endo	PAST PART. s-ido
(Gerund)		

## PRES. INDIC.

s-ou	és	é	s-omos[o]	s-ois[o]	s-ão
------	----	---	-----------	----------	------

## PRES. SUBJ.

sej-a	sej-as	sej-a	sej-amos	sej-ais	sej-am
-------	--------	-------	----------	---------	--------

## IMPERAT.

s-ê				s-êde	
-----	--	--	--	-------	--

## FUT. INDIC.

ser-ei	ser-ás	ser-á	ser-emos[e]	ser-eis	ser-ão
--------	--------	-------	-------------	---------	--------

## COND.

ser-ia	ser-ias	ser-ia	ser-íamos	ser-feis	ser-iam
--------	---------	--------	-----------	----------	---------

## IMPF. INDIC.

era[ε]	eras[ε]	era[ε]	éramos	éreis	eram[ε]
--------	---------	--------	--------	-------	---------

## PRET. INDIC.

fui	f-oste[o]	foi[o]	f-omos[o]	f-ostes[o]	f-oram[o]
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## PLUPERF. INDIC.

f-ôra	f-oras[o]	f-ôra	f-ôramos	f-ôreis	f-oram[o]
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## IMPF. SUBJ.

f-osse[o] f-osses[o] f-osse[o] f-ôssemos f-ôsseis f-ossem[o]

## FUT. SUBJ.

f-ôr f-ores[o] f-ôr f-ormos[o] f-ordes[o] f-orem[o]

## PERS. INF.

s-er[e] s-eres[e] s-er[e] s-ermos[e] s-erdes[e] s-erem[e]

Most of the forms of *ser* come from the Latin irregular verb *esse*, but some of them, viz., the infinitives (with the fut. and cond.), the participles, the imperative, and the pres. subj., come from the L. *sedēre*, *to sit*, used with a weakened meaning. *Sou* has the -ou ending found also in *dou* (*dar*), *estou* (*estar*) and *vou* (*ir*); the ending arose in the V. L. \**dao*, \**stao*, *va(d)o* for C. L. *do*, *sto*, *vado* and passed to the verb *ser*. *Seja*, etc. corresponds to L. *sedeam*, etc., whose *de* (= *dē*) became *j*.

297.

ir, to go

PRES. PART.	} indo	PAST PART. ido
(Gerund)		

## PRES. INDIC.

vou vais vai vamos ides vão

## PRES. SUBJ.

vá vás vá vamos vades vão

## IMPERAT. vai

ide

## FUT. INDIC.

ir-ei, etc. (*regular*)

## COND.

ir-ia, etc. (*regular*)

## IMPF. INDIC.

ia ias ia íamos feis iam

## PRET. INDIC.

fui f-oste[o] foi[o] f-omos[o] f-ostes[o] f-oram[o]

## PLUPERF. INDIC.

f-ôra, etc., *as for ser*

## IMPF. SUBJ.

f-osse, etc., *as for ser*

## FUT. SUBJ.

f-ôr, etc., *as for ser*

## PERS. INF.

ir ireds ir irmos irmos ireds irem

Three Latin verbs contribute forms to the Portuguese verb *ir*, viz., *ire*, *vadere* and *esse*. From *ire* come the infinitives, the participles, the fut. indic. and the conditional, the 2d pl. pres. indic., the pl. imperat. and the impf. indic. From *vadere* come the forms of the pres. indic. except the 2d pl., all the pres. subj. and the sing. imperat. From *esse* come the pret. indic. and the related tenses (viz., the pluperf. indic. and the impf. and fut. subj.), so that these tenses are identical with those of *ser*. For *vou* cf. the note under *ser*. Observe that the forms are the same for 1st pl., pres. indic. and pres. subj., and again for the 3d pl. of those same tenses.

298.

*rir*, to laugh

PRES. PART. } ( <i>Gerund</i> )		r-indo	PAST PART. r-ido		
PRES. INDIC.					
ri-o	r-is	r-i	r-imos	r-ides	ri-em
PRES. SUBJ.					
ri-a	ri-as	ri-a	ri-amos	ri-ais	ri-am
IMPERAT.		r-i		r-ide	
FUT. INDIC.					
rir-ei, etc. ( <i>regular</i> )					
COND.					
rir-ia, etc. ( <i>regular</i> )					
IMPF. INDIC.					
r-ia	r-ias	r-ia	r-famos	r-feis	r-iam
PRET. INDIC.					
r-i	r-iste	r-iu	r-imos	r-istes	r-iram
PLUPERF. INDIC.					
r-ira, etc. ( <i>regular</i> )					
IMPF. SUBJ.					
r-isse, etc. ( <i>regular</i> )					
FUT. SUBJ.					
r-ir, etc. ( <i>regular</i> )					
PERS. INF.					
r-ir, etc. ( <i>regular, and like the fut. subj.</i> )					

This verb has two stems, *r-* and *ri-*. Whenever the flecional ending begins with *i*, i.e., in most of the forms, the stem is *r-*; whenever the ending begins with *o*, *a*, or *e*, i.e., in the 1st sing., pres. indic., in all the pres. subj., and in the 3d pl., pres. indic., the stem is *ri-*. As in the verbs *ter*, *vir*, *pôr*, *ir*, *ver*, *crer*, and *ler*, the 2d pl., pres. indic., and the pl. imperat. show a *d* in the ending.

Like *rir* is conjugated the derivative *sorrir*, *to smile*.

299.

*crer*[e], *to believe*

PRES. PART. ( <i>Gerund</i> )		} cr-endo	PAST PART. cr-ido		
PRES. INDIC.					
crei-o	cr-ês	cr-ê	cr-emos[e]	cr-edes[e]	crê-em
PRES. SUBJ.					
crei-a	crei-as	crei-a	cre-amos	cre-ais	crei-am
IMPERAT.		cr-ê		cr-ede[e]	
FUT. INDIC.					
crer-ei, etc. ( <i>regular</i> )					
COND.					
crer-ia, etc. ( <i>regular</i> )					
IMPF. INDIC.					
cr-ia	cr-ias	cr-ia	cr-íamos	cr-íeis	cr-iam
PRET. INDIC.					
cr-i	cr-êste	cr-eu[e]	cr-emos[e]	cr-êstes	cr-eram[e]
PLUPERF. INDIC.					
cr-era[e]	cr-eras[e]	cr-era[e]	cr-êramos	cr-êreis	cr-eram[e]
IMPF. SUBJ.					
cr-esse[e]	cr-esses[e]	cr-esse[e]	cr-êssemos	cr-êsseis	cr-essem[e]
FUT. SUBJ.					
cr-er[e]	cr-eres[e]	cr-er[e]	cr-ermos[e]	cr-erdes[e]	cr-erem[e]
PERS. INF.					
cr-er[e], etc. ( <i>regular, and like the fut. subj.</i> )					

For peculiarities of *crer*, see remarks under *ler*.

300.

ler[e], to read

	PRES. PART. } l-endo (Gerund)		PAST PART. l-ido			
PRES. INDIC.	lei-o	l-ês	l-ê	l-êmos	l-edes[e]	lê-em
PRES. SUBJ.	lei-a	lei-as	lei-a	le-amos	le-ais	lei-am
IMPERAT.	l-ê				l-ede[e]	
FUT. INDIC.	ler-ei, etc. ( <i>regular</i> )					
COND.	ler-ia, etc. ( <i>regular</i> )					
IMPF. INDIC.	l-ia	l-ias	l-ia	l-famos	l-feis	l-iam
PRET. INDIC.	l-i	l-êste	l-eu[e]	l-êmos	l-êstes	l-eram[e]
PLUPERF. INDIC.	l-era[e]	l-eras[e]	l-era[e]	l-êramos	l-êreis	l-eram[e]
IMPF. SUBJ.	l-esse[e]	l-esses[e]	l-esse[e]	l-êssemos	l-êsseis	l-essem[e]
FUT. SUBJ.	l-er[e]	l-eres[e]	l-er[e]	l-ermos[e]	l-erdes[e]	l-erem[e]
PERS. INF.	l-er[e], etc. ( <i>regular, and like the fut. subj.</i> )					

Crer and ler have the same peculiarities. They have three stems: *cr-*, *l-*; *cre-*, *le-*; *crei-*, *lei-*. *Cr-* and *l-* appear when the flexional ending begins with *-e* or *-i* (but not *-em*); *cre-* and *le-* appear before the *-em* of the 3d pl., pres. indic., and in the 1st and 2d pl., pres. subj.; *crei-* and *lei-* appear when stressed and before an ending beginning with *o* or *a*. The two verbs have the same written accents throughout, except that while the 1st pl., pres. indic. and pret., of *crer*, viz., *cremos*, requires no written accent, the corresponding persons of *ler* take a circumflex, *lêmos*, because there is also the proper noun *Lemos* with open *e*.



301.

ver[e], to see

	PRES. PART. (Gerund)		} v-endo		PAST PART.	v-isto
PRES. INDIC.						
	vej-o	v-ês	v-ê	v-emos	v-êdes	vê-em
PRES. SUBJ.						
	vej-a	vej-as	vej-a	vej-amos	vej-ais	vej-am
IMPERAT.	v-ê				v-êde	
FUT. INDIC.						
	ver-ei, etc. (regular)					
COND.						
	ver-ia, etc. (regular)					
IMPF. INDIC.						
	v-ia	v-ias	v-ia	v-íamos	v-feis	v-iam
PRET. INDIC.						
	v-i	v-iste	v-iu	v-imos	v-istes	v-iram
PLUPERF. INDIC.						
	v-ira	v-iras	v-ira	v-íramos	v-íreis	v-iram
IMPF. SUBJ.						
	v-isse	v-isses	v-isse	v-íssemos	v-ísseis	v-issem
FUT. SUBJ.						
	v-ir	v-ires	v-ir	v-irmos	v-irdes	v-irem
PERS. INF.						
	v-er[e]	v-eres[e]	v-er[e]	v-ermos[e]	v-erdes[e]	v-erem[e]

Ver has three stems: *v-*, *ve-* and *vej-*. *V-* appears before a flectional ending beginning with *e* or *i* (but not before *-em*); *ve-* appears before the ending *-em* of the 3d pl., pres. indic.; *vej-* appears before flectional endings beginning with *o* or *a*. The pret. indic. and related tenses are perfectly regular as of the third conjugation, so that *ver* combines features of the second and third conjugations. The past participle is irregular.

Of the derivatives of *ver*, some, such as *antever* and *prever*, to foresee, *entrever*, to have a glimpse of, and *rever*, to see again, review, are conjugated exactly like it. But *prover*, to provide, and *desprover*, to deprive, leave unprovided, differ in that they are regular as of the second conjugation in the pret. indic. and related tenses, and have a regular past participle: therefore, *provi*, *proveste*, *proveu*, etc.; *provera*, etc.; *provesse*, etc.; *prover*, etc.; and past participle, *provido*.

302.

dizer[e], to say

	PRES. PART. (Gerund)		diz-endo	PAST PART. dito		
PRES. INDIC.						
dig-o	diz-es	diz	diz-emos[e]	diz-eis	diz-em	
PRES. SUBJ.						
dig-a	dig-as	dig-a	dig-amos	dig-ais	dig-am	
IMPERAT.	diz(e)			diz-ei		
FUT. INDIC.						
dir-ji	dir-ás	dir-á	dir-emos	dir-eis	dir-ão	
COND.						
dir-ia	dir-ias	dir-ia	dir-famos	dir-feis	dir-iam	
IMPF. INDIC.						
diz-ia	diz-ias, etc. (regular)					
PRET. INDIC.						
diss-e	diss-este[e]	diss-e	diss-emos[e]	diss-estes[e]	diss-eram[e]	
PLUPERF. INDIC.						
diss-era[e]	diss-eras[e]	diss-era[e]	diss-éramos	diss-éreis	diss-eram[e]	
IMPF. SUBJ.						
diss-esse[e]	diss-esses[e]	diss-esse[e]	diss-éssemos	diss-ésseis	diss-essem[e]	
FUT. SUBJ.						
diss-er[e]	diss-eres[e]	diss-er[e]	diss-ermos[e]	diss-erdes[e]	diss-erem[e]	
PERS. INF.						
diz-er[e]	diz-eres[e]	diz-er[e]	diz-ermos[e]	diz-erdes[e]	diz-erem[e]	

Certain forms of *dizer* are regular as of the second conjugation; such are the pres. part. (gerund), the 2d sing. and all the pl. of the pres. indic., the imperat. pl., the impf. indic., and the pers. inf. The imperat. sing. may be regular or may drop its ending *-e*. The ending *-e* is always omitted in the pres. indic., 3d sing. This is true also of the corresponding form *faz* of *fazer*; cf. § 275, *e*, for the loss of the *-e* in similar fashion in regular verbs in *-uzir*. The stem *dig-* of the 1st sing., pres. indic., reappears throughout the pres. subj. The fut. indic. and the cond.

have a contract infinitive as basis: *dir-* instead of *dizer*. Of course this will be further reduced to *di* before certain object pronouns: *di-lo-ei*, *I shall say it*. The pret. indic. is strong; and the stressed open *e* of the 2d sing. reappears throughout the plural of the preterite and in all the related tenses. The past participle is irregular.

Like *dizer* are conjugated its derivatives; e.g., *bemdizer*, *to bless*; *con-*  
*dizer*, *to agree, suit*; *contradizer*, *to contradict*; *desdizer*, *to contradict, re-*  
*tract*; *interdizer*, *to interdict*; *maldizer*, *to slander*; *predizer*, *to predict*.

### 303. *fazer*[e], *to do, make*

	PRES. PART. } <i>faz-endo</i> ( <i>Gerund</i> )		PAST PART. <i>feito</i>		
PRES. INDIC.					
<i>faç-o</i>	<i>faz-es</i>	<i>faz</i>	<i>faz-emos</i>	<i>faz-eis</i>	<i>faz-em</i>
PRES. SUBJ.					
<i>faç-a</i>	<i>faç-as</i>	<i>faç-a</i>	<i>faç-amos</i>	<i>faç-ais</i>	<i>faç-am</i>
IMPERAT.	<i>faz(e)</i>			<i>faz-ei</i>	
FUT. INDIC.					
<i>far-ei</i>	<i>far-ás</i>	<i>far-á</i>	<i>far-emos[e]</i>	<i>far-eis</i>	<i>far-ão</i>
COND.					
<i>far-ia</i>	<i>far-ias</i>	<i>far-ia</i>	<i>far-íamos</i>	<i>far-íeis</i>	<i>far-iam</i>
IMPF. INDIC.					
<i>faz-ia</i> , etc. ( <i>regular</i> )					
PRET. INDIC.					
<i>fiz</i>	<i>fiz-este[e]</i>	<i>fêz</i>	<i>fiz-emos[e]</i>	<i>fiz-estes[e]</i>	<i>fiz-eram[e]</i>
PLUPERF. INDIC.					
<i>fiz-era[e]</i>	<i>fiz-eras[e]</i>	<i>fiz-era[e]</i>	<i>fiz-éramos</i>	<i>fiz-éreis</i>	<i>fiz-eram[e]</i>
IMPF. SUBJ.					
<i>fiz-esse[e]</i>	<i>fiz-esses[e]</i>	<i>fiz-esse[e]</i>	<i>fiz-éssemos</i>	<i>fiz-ésseis</i>	<i>fiz-essem[e]</i>
FUT. SUBJ.					
<i>fiz-er[e]</i>	<i>fiz-eres[e]</i>	<i>fiz-er[e]</i>	<i>fiz-ermos[e]</i>	<i>fiz-erdes[e]</i>	<i>fiz-erem[e]</i>
PERS. INF.					
<i>faz-er[e]</i>	<i>faz-eres[e]</i>	<i>faz-er[e]</i>	<i>faz-ermos[e]</i>	<i>faz-erdes[e]</i>	<i>faz-erem[e]</i>

In regular forms of the second conjugation **fazer** accords with **dizer**; see remarks under **dizer**. The stem **faç-** of the 1st sing., pres. indic., is the basis of the pres. subj. The contract infinitive of the fut. indic. and the conditional is **far-**; see the note under **haver**. The preterite is strong and has stressed open *e* in the 2d sing. and all the pl.; wherefore the same vowel appears in the pluperf. indic. and the impf. and fut. subj. The past part. is irregular.

The derivatives have the same conjugations as **fazer**; such as **contrafazer**, to counterfeit; **desfazer**, to undo, destroy; **perfazer**, to perfect, complete; **refazer**, to remake, restore; **satisfazer**, to satisfy.

304. querer[ε], to wish, like

	PRES. PART. } quer-endo		PAST PART. quer-ido	
	(Gerund)			
PRES. INDIC.				
quer-o[ε]	quer-es[ε]	quer-e } [ε] quer	quer-eis	quer-em[ε]
PRES. SUBJ.				
queir-a	queir-as	queir-a queir-amos	queir-ais	queir-am
IMPERAT.				
	quer(e)[ε]		quer-ei	
FUT. INDIC.				
querer-ei, etc. ( <i>regular</i> )				
COND.				
querer-ia, etc. ( <i>regular</i> )				
IMPF. INDIC.				
quer-ia, etc. ( <i>regular</i> )				
PRET. INDIC.				
quis	quis-este[ε]	quis quis-emos[ε]	quis-estes[ε]	quis-eram[ε]
PLUPERF. INDIC.				
quis-era[ε]	quis-eras[ε]	quis-era[ε] quis-éramos	quis-éreis	quis-eram[ε]
IMPF. SUBJ.				
quis-esse[ε]	quis-esses[ε]	quis-esse[ε] quis-éssemos	quis-ésseis	quis-essem[ε]

## FUT. SUBJ.

quis-er[ε]      quis-eres[ε]      quis-er[ε]  
                                  quis-ermos[ε]      quis-erdes[ε]      quis-erem[ε]

## PERS. INF.

quer-er[e]      quer-eres[e], etc. (*regular*)

Much of *querer* is perfectly regular; the pres. subj. and the strong pret. indic. with the related tenses present the chief irregularities. Note the double form in the 3d sing., pres. indic. While the reduced form *quer* is common, it is avoided in constructions in which, in accordance with phonetic law, it would be further reduced: *he wishes it* is *quere-o* or *quere-a*, since properly, before the historical form of the object pronoun *lo*, *la*, the *r* of *quer* would disappear, and we should have *que-lo*, *que-la*. Querido is the past participle as used in the perfect tenses; there is the form *quisto*, which is a pure adjective. Observe the absence of a vowel ending in both the 1st and the 3d sing. of the pret. indic.; the same phenomenon (loss of final *-e* after a sibilant stem) is found in *pôr*: *pus*, *pôs*. From the very meaning of *querer* the true imperative can be little used; forms of the pres. subj. may be used instead.

The derivative verb *requerer*, *to sue for*, *solicit*, is regular as of the second conjugation, with the following exceptions:

PRES. INDIC., 1st sing. requei-ro

PRES. SUBJ. requei-ra      requei-ras      requei-ra      requei-ramos      requei-raís  
                                  requei-ram

305.

poder[e], *to be able*

PRES. PART. } pod-endo      PAST PART. pod-ido  
                                  (*Gerund*)

## PRES. INDIC.

poss-o[ɔ]      pod-es[ɔ]      pod-e[ɔ]  
                                  pod-emos[e]      pod-eis      pod-em[ɔ]

## PRES. SUBJ.

poss-a[ɔ]      poss-as[ɔ]      poss-a[ɔ]  
                                  poss-amos      poss-ais      poss-am[ɔ]

## IMPERAT.

pod-e[ɔ]      pod-ei

## FUT. INDIC.

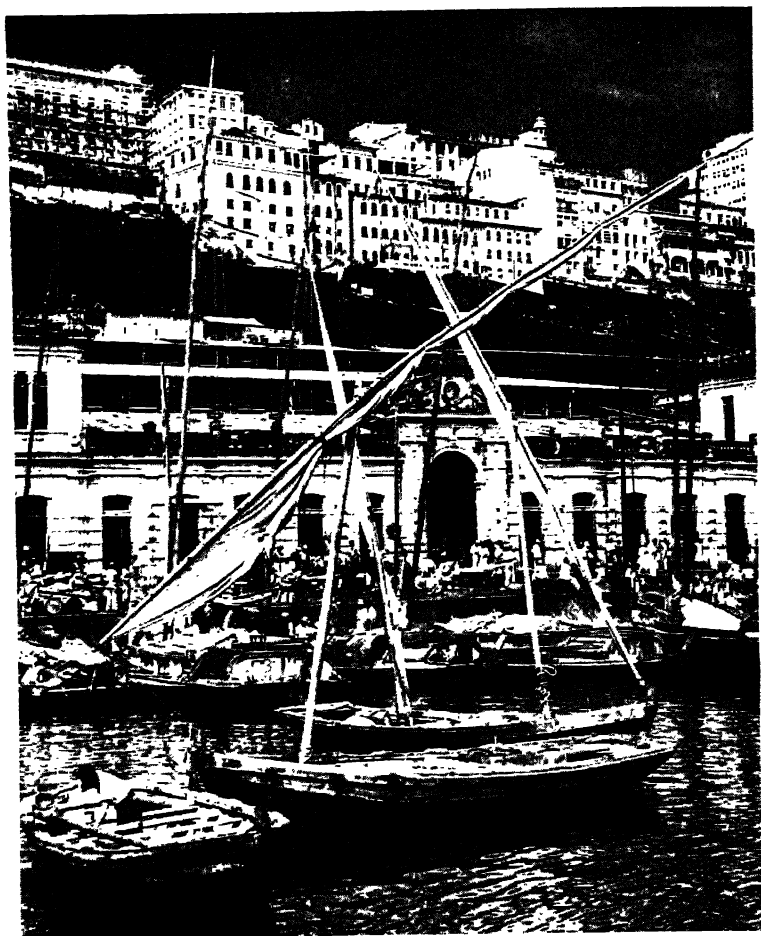
poder-ei, etc. (*regular*)

## COND.

poder-ia, etc. (*regular*)



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## IMPF. INDIC.

pod-ia, etc. (*regular*)

## PRET. INDIC.

pod-e	pod-este[ε]	pôd-e			
		pod-emos[ε]	pod-estes[ε]	pod-eram[ε]	

## PLUPERF. INDIC.

pod-era[ε]	pod-eras[ε]	pod-era[ε]			
		pod-éramos	pod-éreis	pod-eram[ε]	

## IMPF. SUBJ.

pod-esse[ε]	pod-esses[ε]	pod-esse[ε]			
		pod-éssemos	pod-ésseis	pod-essem[ε]	

## FUT. SUBJ.

pod-er[ε]	pod-eres[ε]	pod-er[ε]			
		pod-ermos[ε]	pod-erdes[ε]	pod-erem[ε]	

## PERS. INF.

pod-er[e], etc. (*regular*)

Poder has many regular forms. The stem *poss-* of the 1st sing., pres. indic., reappears throughout the pres. subj. The imperative of this verb can be but little used; forms of the pres. subj. may take its place. The pret. indic. is strong. Note the variation of stem vowel in the 3d sing. pret. as compared with the rest of the tense: the same variation occurs in *pôr*: *pôs*, but *pus*, etc. The stressed open *e* of the 2d sing. pret. reappears in the plural, and in the related tenses.

306.

*pôr, to put*

PRES. PART. } (Gerund)	pondo	PAST PART.	pôsto [o] (posta, postos, postas, all with [o])
---------------------------	-------	------------	--

## PRES. INDIC.

ponh-o[o]	pões	põe		
-----------	------	-----	--	--

## PRES. SUBJ.

ponh-a[o]	ponh-as[o]	ponh-a[o]		
	ponh-amos	ponh-ais	ponh-am[o]	

## IMPERAT.

põe	ponde
-----	-------

## FUT. INDIC.

por-ei, etc. (*regular*)

## COND.

por-ia, etc. (*regular*)



## IMPF. INDIC.

punh-a	punh-as	punh-a		
	púnh-amos	púnh-eis	punh-am	

## PRET. INDIC.

pus	pus-este[ε]	pôs		
	pus-emos[ε]	pus-estes[ε]	pus-eram[ε]	

## PLUPERF. INDIC.

pus-era[ε]	pus-eras[ε]	pus-era[ε]		
	pus-éramos	pus-éreis	pus-eram[ε]	

## IMPF. SUBJ.

pus-esse[ε]	pus-esses[ε]	pus-esse[ε]		
	pus-éssemos	pus-ésseis	pus-essem[ε]	

## FUT. SUBJ.

pus-er[ε]	pus-eres[ε]	pus-er[ε]		
	pus-ermos[ε]	pus-erdes[ε]	pus-erem[ε]	

## PERS. INF.

pôr	por-es[o]	pôr		
	por-mos[o]	por-des[o]	por-em[o]	

The infinitive of *pôr* in older Portuguese was *poer*; it is now the only infinitive in the language that does not end in *-ar*, *-er*, or *-ir*. For the *d* of the pres. indic., 2d pl. and imperat. pl., and for the unusual impf. indic., see the remarks under *ter*. The stem *ponh-* of the 1st sing., pres. indic., reappears throughout the pres. subj. The pret. indic. is strong, and the stressed open *e* of the ending of the 2d sing. runs through the plural and through the tenses related to the preterite. The circumflex accent is required on *pôr* to distinguish it from the preposition *por*, but it is not written in the future or conditional or on the inflected forms of the pers. inf. The past part. is irregular; its stressed *o* remains open in *posta*, *postas* and *postos*, but is changed to close *o* in *pôsto*.

The derivatives are conjugated like *pôr*: they include *antepor*, *compor*, *contrapor*, *depor*, *dispor*, *expor*, *impor*, *indispor*, *interpor*, *opor*, *propor*, *supor*, *transpor*, whose meanings are obvious. Of course the *o* of all these is close.

307.

trazer[ε], *to bring, wear*

PRES. PART. (Gerund)	traz-endo	PAST PART.	traz-ido
-------------------------	-----------	------------	----------

## PRES. INDIC.

trag-o	traz-es	traz	traz-emos[ε]	traz-eis	traz-em
--------	---------	------	--------------	----------	---------

## PRES. SUBJ.

trag-a	trag-as	trag-a	trag-amos	trag-ais	trag-am
--------	---------	--------	-----------	----------	---------

## IMPERAT.

traz(e)				traz-ei	
---------	--	--	--	---------	--

## FUT. INDIC.

trar-ei	trar-ás	trar-á	trar-emos[e]	trar-eis	trar-ão
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## COND.

trar-ia	trar-ias	trar-ia	trar-famos	trar-feis	trar-iam
---------	----------	---------	------------	-----------	----------

## IMPF. INDIC.

traz-ia, etc. (*regular*)

## PRET. INDIC.

troux-e	troux-este[ε]	troux-e			
	troux-emos[ε]	troux-estes[ε]	troux-eram[ε]		

## PLUPERF. INDIC.

troux-era[ε]	troux-eras[ε]	troux-era[ε]			
	troux-éramos	troux-éreis	troux-eram[ε]		

## IMPF. SUBJ.

troux-esse[ε]	troux-esses[ε]	troux-esse[ε]			
	troux-éssemos	troux-ésseis	troux-essem[ε]		

## FUT. SUBJ.

troux-er[ε]	troux-eres[ε]	troux-er[ε]			
	troux-ermos[ε]	troux-erdes[ε]	troux-erem[ε]		

## PERS. INF.

traz-er[e]      traz-eres[e], etc. (*regular*)

The stem **traz-** appears in the infinitive, participles, five persons of the pres. indic., the imperat., and throughout the impf. indic. The **-e** of the 3d sing., pres. indic., is lost after it, as in other verbs with a sibilant stem: see the remarks under *dizer*; in the imperat. sing. the **-e** may appear. The stem **trag-** appears in the 1st sing., pres. indic., and, therefore, throughout the pres. subj. The fut. indic. and the cond. have a contract infinitive as basis, **trar-**, which will become **tra-** before certain object pronouns: *trá-lo-(h)á, he will bring it*. The pret. indic. is strong and the **x** of its stem (and that of related tenses) is pronounced like English *ss*.

308.

jazer[e], *to lie, be situated*

PRES. PART.	} jaz-endo	PAST PART.	jaz-ido
(Gerund)			

## PRES. INDIC.

jaz-o	} jaz-es	jaz	jaz-emos[e]	jaz-eis	jaz-em
(jaç-o)					

## PRES. SUBJ.

jaz-a	jaz-as	jaz-a	jaz-amos	jaz-ais	jaz-am
(jaç-a)	(jaç-as)	(jaç-a)	(jaç-amos)	(jaç-ais)	(jaç-am)

## IMPERAT.

jaz(e)	jaz-ei
--------	--------

## FUT. INDIC.

jazer-ei, etc. (*regular*)

## COND.

jazer-ia, etc. (*regular*)

## IMPF. INDIC.

jaz-ia, etc. (*regular*)

## PRET. INDIC.

jaz-i	jaz-este[e]	jaz-eu[e]		
	jaz-emos[e]	jaz-estes[e]	jaz-eram[e]	
(jouv-e)	(jouv-este[ε])	(jouv-e)		
	(jouv-emos[ε])	(jouv-estes[ε])	(jouv-eram[ε])	

## PLUPERF. INDIC.

jaz-era[e], etc. ( <i>regular</i> )				
(jouv-era[ε])	(jouv-eras[ε])	(jouv-era[ε])		
	(jouv-éramos)	(jouv-éreis)	(jouv-eram[ε])	

## IMPF. SUBJ.

jaz-esse[e], etc. (*regular*)  
(jouv-esse[ε]), etc.

## FUT. SUBJ.

jaz-er[e], etc. (*regular*)  
(jouv-er[ε]), etc.

## PERS. INF.

jaz-er[e], etc. (*regular*)

In so far as *jazer* is used at all today, and it is really employed only in *aqui jaz* (*jazem*), *here lies* (*lie*), and in certain other forms in literary style, the verb is perfectly regular. The forms in parentheses are now antiquated.

309.

prazer[e], to please

PRES. PART. } praz-endo		PAST PART.	praz-ido
(Gerund)			
PRES. INDIC., 3d sing.	praz	3d pl.	praz-em
PRES. SUBJ., 3d sing.	praz-a	3d pl.	praz-am

IMPERAT.	None	
FUT. INDIC.	prazer-á	prazer-ão
COND.	prazer-ia	prazer-iam
IMPF. INDIC.	praz-ia	praz-iam
PRET. INDIC.	prouv-e	prouv-eram[ε]
PLUPERF. INDIC.	prouv-era[ε]	prouv-eram[ε]
IMPF. SUBJ.	prouv-esse[ε]	prouv-essem[ε]
FUT. SUBJ.	prouv-er[ε]	prouv-erem[ε]

*Prazer* and the derivative *aprazer*, of like meaning, are used only in the 3d pers. of the various tenses and in the non-finite forms. The pret-erite and related tenses have a strong stem and the stressed flexional vowel *e* is open.

### 310. Irregular Present Tenses

The following verbs are irregular only in the 1st sing., pres. indic., and, consequently, the whole of the pres. subj. All other forms are perfectly regular as of either the second or third conjugation:

*perder, to lose, destroy:* perco, perca, etc.  
*valer, to be worth, avail:* valho, valha, etc.  
*parir, to bring forth:* paio, paira, etc.  
*medir, to measure:* meço, meça, etc.  
*ouvir, to hear:* ouço (oiço), ouça (oiça), etc.  
*pedir, to ask (for):* peço, peça, etc.

*perder[ε], to lose, destroy*

PRES. PART.	} perd-endo	PAST PART. perd-ido
(Gerund)		

PRES. INDIC.

perc-o[ε] perd-es[ε] perd-e[ε] perd-emos[ε] perd-eis perd-em[ε]

PRES. SUBJ.

perc-a[ε] perc-as[ε] perc-a[ε] perc-amos perd-ais perd-am[ε]

IMPERAT.

perd-e[ε]

perd-ei

perderei, etc.; perderia, etc.; perdia, etc.; perdi, perdeste[ε], etc.;  
 perdera[ε], etc.; perdesse[ε], etc.; perder[ε], etc.; perder[ε], etc.

*valer[e], to be worth, avail*

	PRES. PART. (Gerund)		} val-endo		PAST PART. val-ido	
PRES. INDIC.	valh-o	val-es	val-e	val-emos	val-eis	val-em
PRES. SUBJ.	valh-a	valh-as	valh-a	valh-amos	valh-ais	valh-am
IMPERAT.		val-e			val-ei	
valerei, etc.; valeria, etc.; valia, etc.; vali, valeste[e], etc.; valera[e], etc.; valesse[e], etc.; valer[e], etc.; valer[e], etc.						

*parir, to bring forth*

	PRES. PART. (Gerund)		} par-indo		PAST PART. par-ido	
PRES. INDIC.	pair-o	par-es	par-e	par-imos	par-is	par-em
PRES. SUBJ.	pair-a	pair-as	pair-a	pair-amos	pair-ais	pair-am
IMPERAT.		par-e			par-i	
parirei, etc.; pariria, etc.; paria, etc.; pari, pariste, etc.; parira, etc.; parisse, etc.; parir, etc.; parir, etc.						

*medir, to measure*

	PRES. PART. (Gerund)		} med-indo		PAST PART. med-ido	
PRES. INDIC.	meç-o[ε]	med-es[ε]	med-e[ε]	med-imos	med-is	med-em[ε]
PRES. SUBJ.	meç-a[ε]	meç-as[ε]	meç-a[ε]	meç-amos	meç-ais	meç-am[ε]
IMPERAT.		med-e[ε]			med-i	
medirei, etc.; mediria, etc.; media, etc.; medi, mediste, etc.; medira, etc.; medisse, etc.; medir, etc.; medir, etc.						

*ouvir, to hear*

	PRES. PART. (Gerund)		} ouv-indo		PAST PART. ouv-ido	
PRES. INDIC.	ouç-o	} ouv-es	ouv-e	ouv-imos	ouv-is	ouv-em
	oiç-o					

## PRES. SUBJ.

ouç-a }	ouç-as }	ouç-a }	ouç-amos }	ouç-ais }	ouç-am }
oiç-a }	oiç-as }	oiç-a }	oiç-amos }	oiç-ais }	oiç-am }

## IMPERAT.

ouv-e

ouv-i

ouvirei, etc.; ouviria, etc.; ouvia, etc.; ouvi, ouviste, etc.;  
ouvira, etc.; ouvisse, etc.; ouvir, etc.; ouvir, etc.

In Lisbonese the diphthong oi may replace ou before ç in this verb, but not otherwise.

*pedir, to ask (for)*

PRES. PART.  
(Gerund)

ped-indo

PAST PART. ped-ido

## PRES. INDIC.

peç-o[ε]    ped-es[ε]    ped-e[ε]    ped-imos    ped-is    ped-em[ε]

## PRES. SUBJ.

peç-a[ε]    peç-as[ε]    peç-a[ε]    peç-amos    peç-ais    peç-am[ε]

## IMPERAT.

ped-e[ε]

ped-i

pedirei, etc.; pediria, etc.; pedia, etc.; pedi, pediste, etc.;  
pedira, etc.; pedisse, etc.; pedir, etc.; pedir, etc.

Like *pedir* are conjugated the verbs *despedir, to dismiss; despedir-se, to take leave; impedir, to impede, prevent.*

311. *Irregular Past Participles*

Certain of the irregular verbs with which we have dealt have only irregular past participles: *dizer, to say, dito; fazer, to do, feito; pôr, to put, pôsto; ver, to see, visto; vir, to come, vindo.*

312. *Past Participles of abrir, cobrir, escrever*

There are three verbs otherwise entirely regular in their flexional endings that have only irregular past participles. They are:

*abrir, to open, aberto[ε]*  
*cobrir, to cover, coberto[ε]*  
*escrever, to write, escrito*

313. *Verbs Having Two Past Participles*

Besides their regular past participle, some verbs have another, which may be an abstract from the Portuguese verb. Thus:

juntar, to bring together, juntado and junto  
 salvar, to save, salvado and salvo  
 pagar, to pay, pagado and pago  
 ganhar, to gain, ganhado and ganho

As a rule, it is the regular participle of such verbs that is employed with *ter* to form the perfect tenses of the individual verb. The other form is adjectival in its nature and is used with *ser*, to be, to form a passive construction or merely as a participial adjective modifying a substantive. The three usages may be illustrated thus:

Ela tem juntado grandes cabedais.

Aquela fortuna tem sido junta à custa de grande economia.

Toda essa grande fortuna junta está nas mãos duma só pessoa.

*She has amassed a great fortune (more literally, she has brought together great capital).*

*That fortune has been amassed by dint of great economy.*

*All that great fortune that-has-been-amassed is in the hands of a single person.*

## List of Verbs

The following list embraces radical-changing and irregular verbs and, indeed, all those whose peculiarities are treated in paragraphs 273 to 313. Radical-changing verbs that show the fact graphically and verbs in -ear, -iar have the variant vowels written after them. The numbers refer to paragraphs. The abbreviations used are: *def.*, defective; *irr.*, irregular; *p.p.*, past participle; *rad. ch.*, radical-changing; *reg.*, regular.

abolir to abolish: *def.*, 287  
 abonar to guarantee: *rad. ch.*, 281, b  
 abrir to open: *rad. ch.*, 286, a; *p.p.*  
*irr.*, 312  
 abster to restrain: *irr.*, 291; abster-se  
 to abstain: *irr.*, 291  
 aconselhar to advise: *rad. ch.*, 281, d  
 acudir (o) to hasten, have recourse:  
*rad. ch.*, 286, b5  
 advertir (i) to warn: *rad. ch.*, 286,  
 b1

advir to supervene: *irr.*, 292  
 aferir (i) to compare: *rad. ch.*, 286,  
 b1  
 agredir (i) to attack: *rad. ch.*, 286,  
 b and b3  
 aguar to water: 282, c  
 alumiar to light: 282, b  
 amar to love: 281, b  
 ansiar (ei) to yearn: 282, b  
 antepor to put before, prefer: *irr.*,  
 306

antever to foresee: *irr.*, 301  
 apanhar to grasp: *rad. ch.*, 281, *a*  
 aprazer to please: *irr.*, 309  
 argüir to argue: 275, *d*  
 assentir to assent: *rad. ch.*, 286, *b2*  
 ater to adhere: *irr.*, 291  
 atrair to attract: 277

bater to beat: *rad. ch.*, 285, *a*  
 bendizer to bless: *irr.*, 302  
 boiar to float: *rad. ch.*, 281  
 bosquejar to sketch: *rad. ch.*, 281, *d*  
 bramir to roar: *rad. ch.*, 286, *a*  
 bulir (o) to stir: *rad. ch.*, 286, *b5*

caber to be contained, fit: *irr.*, 295  
 caçar to hunt: 274, *c*  
 cair to fall: 277  
 carpir to snatch: *rad. ch.*, 286, *a*  
 ceiar (ei) to take supper: 282, *a*  
 chegar to arrive: *rad. ch.*, 281, *d*  
 coar to filter: *rad. ch.*, 281, *c*  
 cobrir (u) to cover: *rad. ch.*, 286, *b1*;  
*p.p. irr.*, 312  
 comer to eat: *rad. ch.*, 280, 285, *b*  
 comerciar (ei) to trade: 282, *b*  
 compelir (i) to compel: *rad. ch.*, 286,  
*b1*  
 competir (i) to compete: *rad. ch.*, 286,  
*b1*  
 compor to compose: *irr.*, 306  
 condizer to agree: *irr.*, 302  
 conduzir to conduct: 275, *e*  
 conferir (i) to confer: *rad. ch.*, 286, *b1*  
 conhecer to know: 275, *a*  
 conseguir (i) to obtain: *rad. ch.*, 286,  
*b1*; 275, *d*  
 consentir (i) to consent: *rad. ch.*, 286,  
*b2*  
 construir (o or u) to construct: *rad.*  
*ch.*, 286, *b5*  
 consumir (o) to consume: *rad. ch.*,  
 286, *b5*  
 conter to contain: *irr.*, 291  
 contradizer to contradict: *irr.*, 302  
 contrafazer to counterfeit: *irr.*, 303  
 contrapor to oppose, compare: *irr.*,  
 306  
 contrair to contravene: *irr.*, 292  
 convir to agree, suit: *irr.*, 292  
 copiar to copy: 282, *b*

corar to color: 284  
 cortar to cut: *rad. ch.*, 281  
 crear to create: 282, *a*  
 crer to believe: *irr.*, 299; 277  
 criar to create: 282, *a*  
 cubrir: *cf. cobrir*  
 cuspir (o) to spit: *rad. ch.*, 286, *b5*  
 dar to give: *irr.*, 289  
 deduzir to deduct: 275, *e*  
 deferir (i) to defer, confer: *rad. ch.*,  
 286, *b1*  
 delinquir to be delinquent: 275, *c*  
 demolir to demolish: *def.*, 287  
 denegrir (i) to blacken: *rad. ch.*, 286, *b3*  
 denigrir: *cf. denegrir*  
 depor to depose: *irr.*, 306  
 desavir to make inimical: *irr.*, 292  
 descobrir (u) to discover: *rad. ch.*,  
 286, *b1*  
 desdizer to contradict, deny, retract:  
*irr.*, 302  
 desfazer to undo, destroy: *irr.*, 303  
 desmentir (i) to belie: *rad. ch.*, 286,  
*b2*  
 despedir to dismiss: *irr.*, 310; *des-*  
*pedir-se* to take leave: *irr.*, 310  
 despir (i) to strip: *rad. ch.*, 286, *b1*  
 desprover to deprive, leave unpro-  
 vided: *irr.*, 301  
 desservir (i) to harm: *rad. ch.*, 286, *b1*  
 destruir (o or u) to destroy: *rad. ch.*,  
 286, *b5*  
 deter to detain: *irr.*, 291  
 dever to be obliged: *rad. ch.*, 285, *b*;  
 280  
 digerir (i) to digest: *rad. ch.*, 286, *b1*  
 dirigir to direct: 275, *b*  
 dispor to dispose: *irr.*, 306  
 dissentir (i) to dissent: *rad. ch.*, 286,  
*b2*  
 divertir (i) to divert: *rad. ch.*, 286, *b1*  
 dizer to say: *irr.*, 302  
 domar to tame: *rad. ch.*, 281, *b*  
 dormir (u) to sleep: *rad. ch.*, 286, *b*  
 and *b1*; 280, footnote

eleger to choose: 275, *b*  
 embainhar to sheathe: 276  
 empedernir to harden: *def.*, 287  
 engomar to starch: *rad. ch.*, 281, *b*



engulir to swallow: *rad. ch.*, 286, b1.

N.B.

enraizar to take root: 276

ensaiar to try: *rad. ch.*, 281

entreter to entertain: *irr.*, 291

entrevir to have a glimpse of: *irr.*, 301

envejar to envy: *rad. ch.*, 281, d

envergonhar to shame: *rad. ch.*, 281, a

enxerir (i) to insert: *rad. ch.*, 286, b1

erguer to erect: 275, d

escovar to brush: *rad. ch.*, 281, footnote

escrever to write: *rad. ch.*; *p.p. irr.*, 312

esquecer to forget: 284

estar to be: *irr.*, 290

expor to expose: *irr.*, 306

extorquir to extort: *def.*, 287; 275, c

fabricar to manufacture: 283

falar to speak: *rad. ch.*, 280; 281

falir to fail: *def.*, 287

fazer to do, make: *irr.*, 303

fechar to close: *rad. ch.*, 281, d

ferir (i) to wound: *rad. ch.*, 286, b and b1; 280

fiar to spin: 282, b

ficar to remain: 274, a

florir to flourish: *def.*, 287

franzir to ruffle: 275, e

frigor to fry: *cf. frijir*

frijir (e) to fry: *rad. ch. and irr. p.p.*, 286, b and b4

fruir to enjoy: 279

fugir (o) to flee: *rad. ch.*, 286, b5; 275, b

ganhar to gain: 281, a, footnote; *p.p. irr. and reg.*, 313

ganir to yelp: *rad. ch.*, 286, a

grilhar to grill: *rad. ch.*, 281, d

haver to have: *irr.*, 293

impedir to impede, prevent: *irr.*, 310

impor to impose: *irr.*, 306

indispor to indispose: *irr.*, 306

induzir to induce: 275, e

inserir (i) to insert: *rad. ch.*, 286, b1

interdizer to interdict: *irr.*, 302

interpor to interpose: *irr.*, 306

intervir to intervene: *irr.*, 292

invejar to envy: *rad. ch.*, 281, d

ir to go: *irr.*, 297

jazer to lie, be situated: *irr.*, 308

juntar to bring together: *p.p. reg. and irr.*, 313

ler to read: *irr.*, 300; 277

levar to carry: *rad. ch.*, 281

licenciar (ei or i) to dismiss: 282, b

luzir to shine: 275, e

maldizer to slander: *irr.*, 302

manter to maintain: *irr.*, 291

medir to measure: *irr.*, 310

mentir (i) to lie: *rad. ch.*, 286, b2

meter to put: *rad. ch.*, 285, b

munir to furnish: *def.*, 287

negociar (ei) to carry on business: 282, b

obsequiar (ei) to favor: 282, b

obter to obtain: *irr.*, 291

odiar (ei) to hate: 282, b

opor to oppose: *irr.*, 306

ordenhar to milk: *rad. ch.*, 281, a and d

ouvir to hear: *irr.*, 310

pagar to pay: *p.p. reg. and irr.*, 313

parir to bring forth: *irr.*, 310

partir to depart: *rad. ch.*, 286, a; 280

passar (ei) to take about, walk about: 282, a

pedir to ask (for): *irr.*, 310

penar to pain: *rad. ch.*, 281, b

perder to lose, destroy: *irr.*, 310

perfazir to perfect, complete: *irr.*, 303

poder to be able: *irr.*, 305

pôr to put: *irr.*, 306

pratear (ei) to silver, plate: 282, a

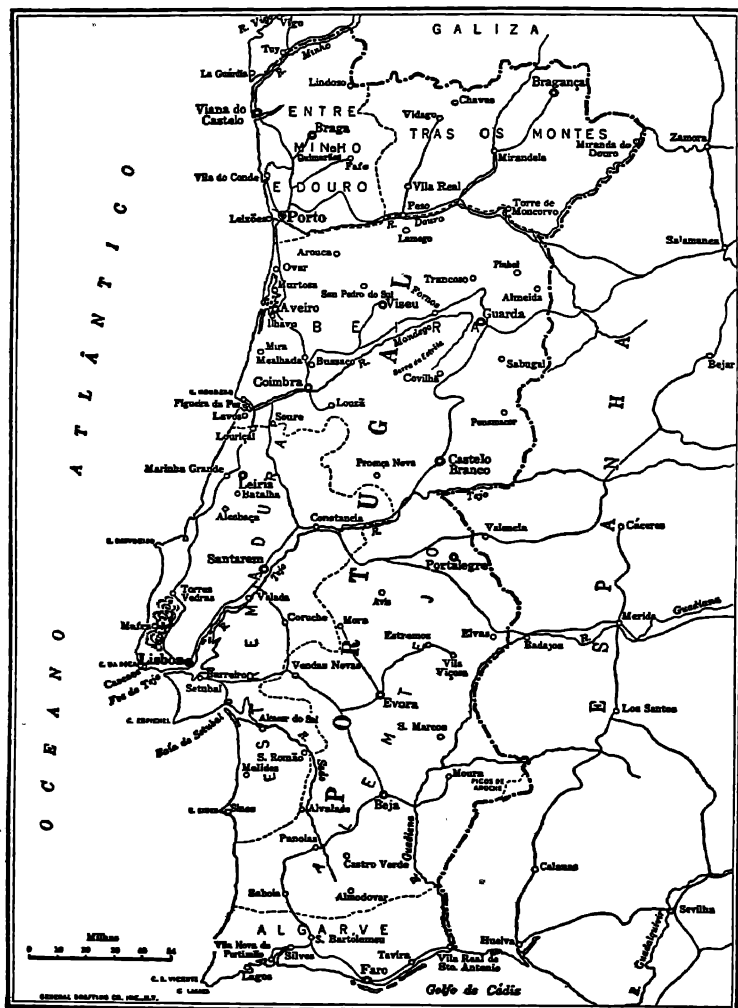
prazer to please: *irr.*, 309

predizer to predict: *irr.*, 302

preferir (i) to prefer: *rad. ch.*, 286, b1

pregar to nail, fix: *rad. ch.*, 284

- prègar to preach: 284  
 premiar (ei) to reward: 282, b  
 presenciar (ei or i) to witness: 282, b  
 pressentir (i) to have a presentiment  
 of: *rad. ch.*, 286, b2  
 prevenir to anticipate, prevent: *rad. ch.*, 286, b3  
 prever to foresee: *irr.*, 301  
 procrear (ei or i) to procreate: 282, a  
 produzir to produce: 275, e  
 proferir (i) to utter: *rad. ch.*, 286, b1  
 progredir (i) to progress: *rad. ch.*, 286, b3  
 propor to propose: *irr.*, 306  
 prosseguir, proseguir (i) to pursue,  
 prosecute: *rad. ch.*, 286, b1; 275, d  
 prover to provide: *irr.*, 301  
 provir to proceed (from), emanate:  
*irr.*, 292  
 querer to wish, like: *irr.*, 304  
 recear (ei) to fear: 282, a  
 recobrir (u) to re-cover: *rad. ch.*, 286, b1  
 recrear (ei) to divert, amuse: 282, a  
 recriar to re-create: 282, a  
 reduzir to reduce: 275, e  
 refazer to remake, restore: *irr.*, 303  
 referir (i) to refer, report: *rad. ch.*, 286, b1  
 reflectir (i) to reflect: *rad. ch.*, 286, b1  
 refugir (o) to flee again, recede: *rad. ch.*, 286, b5  
 rehaver to get back: *irr.*, 293  
 remar to row: *rad. ch.*, 281, b  
 remediar (ei) to remedy: 282, b  
 remir (i) to redeem: *rad. ch.*, 286, b3  
 renhir to quarrel: *def.*, 287  
 repelir (i) to repel: *rad. ch.*, 286, b1  
 repetir (i) to repeat: *rad. ch.*, 286, b1  
 requerer to sue for, solicit: *irr.*, 304  
 ressentir (i) to feel again, resent: *rad. ch.*, 286, b2  
 reter to retain: *irr.*, 291  
 retorquir to retort: *def.*, 287; 275, c  
 rever to see again, review: *irr.*, 301  
 revestir (i) to clothe: *rad. ch.*, 286, b1  
 rir to laugh: *irr.*, 298  
 rogar to ask: 274, b  
 saber to know, know how: *irr.*, 294  
 sacudir (o) to shake: *rad. ch.*, 286, b5  
 sair to go out: 277  
 salvar to save: *p.p. reg. and irr.*, 313  
 sanar to heal: 281, b  
 satisfazer to satisfy: *irr.*, 303  
 saúdar to salute: 276  
 secar to dry: *rad. ch.*, 281, footnote;  
 274, a  
 seguir (i) to follow: *rad. ch.*, 286, b1;  
 275, d  
 sentenciar (ei or i) to sentence: 282, b  
 sentir (i) to feel: *rad. ch.*, 286, b and  
 b2  
 ser to be: *irr.*, 296  
 servir (i) to serve: *rad. ch.*, 286, b1  
 sobrevir to occur: *irr.*, 292  
 soer to be wont: 278  
 soltar to release: *rad. ch.*, 284  
 somar to add up: *rad. ch.*, 281, b  
 sorrir to smile: *irr.*, 298  
 subir (o) to mount: *rad. ch.*, 286, b5  
 submergir to submerge: *def.*, 287  
 sumir (o) to sink: *rad. ch.*, 286, b and  
 b5  
 supor to suppose: *irr.*, 306  
 suster to sustain: *irr.*, 291  
 ter to have: *irr.*, 291  
 tomar to take: *rad. ch.*, 281, b  
 tossir (u) to cough: *rad. ch.*, 286, b1  
 transgredir (i) to transgress: *rad. ch.*, 286, b3  
 transpor to transpose: *irr.*, 306  
 trazer to bring, wear: *irr.*, 307  
 valer to be worth, avail: *irr.*, 310  
 ver to see: *irr.*, 301  
 vestir (i) to dress: *rad. ch.*, 286, b1  
 vir to come: *irr.*, 292



MAPA DE PORTUGAL

## APPENDIX<sup>1</sup>

### Pronunciation

1. The language of the educated native of the region including Coimbra and Lisbon is generally regarded as standard Portuguese. There are, of course, dialectal differences of pronunciation in the motherland, Portugal, but they are not so marked as to make it impossible for an inhabitant of any one part of the country to understand an inhabitant of any other part. The speech of the cultured Brazilian does not differ in essentials from that of the educated Portuguese.

For foreigners, Portuguese presents many difficulties of pronunciation. An attempt is made to state here the necessary facts. Let it be understood at once that the English equivalents given are often only approximations to the real sound. To arrive at real accuracy in our indication of pronunciation we resort not infrequently to the phonetic notation elaborated by the late Portuguese scholar, A. R. Gonçalves Viana, a great apostle of Portuguese spelling reform and a great master of Portuguese phonetics. It will be noted that the phonetic symbols he employs differ in some cases from the simplified system used in the text. We have taken cognizance of the reformed spelling which received the official sanction of the Portuguese Government in 1911. Its main features are set forth by Gonçalves Viana in his *Vocabulário ortográfico e ortoépico* and *Vocabulário ortográfico e remissivo*.

### The Alphabet

2. The following list gives the signs composing the Portuguese alphabet, with the Portuguese names for them:

---

<sup>1</sup> Since this is a reprint of the Introduction to the first edition, the original paragraph numbering has been kept.

a (a), b (bé), c (cé), d (dê), e (e), f (efe), g (gê), h (agá), i (i), j (jota), k (ka), l (ele), m (eme), n (ene), o (o), p (pê), q (quê), r (erre), s (esse), t (tê), u (u), v (vé), x (xis),<sup>1</sup> y (ipsilon), z (zê).

All the letters are masculine in gender, thus: o a, o b, o c, etc.

The digraphs **ch** (*cê agá*), **lh** (*ele agá*), and **nh** (*ene agá*) should properly be regarded as individual signs in the alphabet, since they denote simple sounds. A simple sound is also indicated by **ç** (c with a cedilla, = ss). Until recently **ph**, **th** and "hard" **ch** (different from the **ch** just mentioned) occurred in plain words of Greek origin with the values of f, t, and k: *philosophia*, *theatro*, *monarcha*, *máchina*. In the reformed spelling **ph** is supplanted by **f**, **th** by **t**, and "hard" **ch** by **c** or (before e or i) by **qu**: hence *filosofia*, *teatro*, *monarca*, *máquina*. For **rh** see § 32. In the words in which **y** occurs (they are chiefly of Greek origin) it has the values of Portuguese **i**, and in the reformed spelling it is eliminated entirely in favor of **i**.

## Table of Phonetic Symbols

3. The examples in the following table are in ordinary orthography. The heavy type indicates the sounds which correspond to the phonetic symbols. The entire phonetic transcription of the examples is given within brackets.

### SYMBOLS

### EXAMPLES

- a** 1. open: lado [laðu]. Cf. Eng. *a* in *part*.  
 2. open, but with tongue farther back: falta [faltə], mau [maũ].  
 Between Eng. *a* in *part* and that in *paltry*.  
**ɐ** close: saber [səbeɪ], cama (both a's) [kəmə], fecha (both e and a) [fɛʃɐ]. Between Eng. *a* in *bad* and that in *idea*.  
**ɛ** open: pé [pɛ], gênero [ʒenɛɾu]. Cf. Eng. *e* in *bet*.  
**e** close: fazer [fəzeɪ], devo [devu]. Like Eng. *ey* in *they*, but without the Eng. final *i* glide.  
**ə** neutral or "mute": pedir [pədiɾ], arte [artə], vizinho [vəziɲu]. Cf. French *cerise* (both e's).  
**i** 1. close: miro [miɾu], educar [idukaɾ]. As in Eng. *frequent* (first *e*) *meeting* (the *ee*), but without the Eng. glide or drawl.  
 2. semi-open: mil [miɪ]. Cf. Eng. *bill*.  
**ɪ** open: fechar [fɛʃaɪ], lápis [lapɪs]. Cf. Eng. *i* in *perish*.  
**ʎ** semi-consonant: glória [glɔɾiɐ], rédea (second e) [rɛdɛɾɐ]. Cf. the

<sup>1</sup> Pronounced [ʃʃ].

## SYMBOLS

## EXAMPLES

- second *i* of Eng. *filial*. The [ɪ] is also used to indicate the final unstressed *i* of diphthongs, as in *pai* [paɪ], *boi* [boɪ].
- o open: *dó* [dɔ], *gosta* [gɔʃtɐ]. Cf. Eng. *o* in *north*.
- o close: *boca* [bokɐ], *gôsto* (first o) [gɔʃtu]. Cf. Eng. *o* in *note*, but without the Eng. final *u* glide.
- u close: *cru* [kru], *mudo* (both u and o) [muðu]. Like Eng. *u* in *rule*, but without the Eng. glide or drawl.
- ũ semi-consonant: *qual* [kʷai], *água* [agũɐ]. Cf. Eng. *w* in *wet*. The [ũ] is also used to indicate the final unstressed *u* of diphthongs, as in *pau* [paũ], *céu* [seũ].
- ẽ, ê, ĩ, õ, ũ, indicate the nasal vowels that correspond to the oral vowels described above.
- b stop: *boda* [bodɐ], *ambos* [ẽmbuʃ]. Cf. Eng. *b*.
- b fricative: *cabo* [kabu], *lobo* [lobu]. Cf. Spanish *b* in *estaba*.
- d stop: *doze* [dozɐ], *espalda* [ẽspaɫɐ]. Cf. Eng. *d*.
- đ fricative: *cada* [kɐđɐ], *boda* [bodɐ]. Cf. Span. *d* in *cansado*.
- f falar [fɛlar]. Cf. Eng. *f*.
- g stop: *gato* [gatu], *manga* [mẽngɐ]. Cf. Eng. *g* in *go*.
- g fricative: *lago* [lagu], *soga* [sogɐ]. Cf. Span. *g* in *lago*.
- k casa [kazɐ], banco [bẽŋku], quatro [kʷatru]. Cf. Eng. *k*.
- l front: *lua* [luɐ], *fala* [falɐ]. Cf. Eng. *l* in *lake*.
- l back: *mal* [maɫ], *mil* [miɫ]. Cf. Eng. *l* in *all*.
- ɮ palatal: *filho* [fiɮu]. Cf. Span. *ll*.
- m mãe [mɛi], cama [kɛmɐ]. Cf. Eng. *m*.
- n nada [nadɐ], cano [kɛnu]. Cf. Eng. *n* in *none*.
- ŋ velar: *cinco* [siŋku], *manga* [mẽngɐ]. Cf. Eng. *n* in *bank*.
- ɲ palatal: *ninho* [niɲu], *banho* [bɛɲu]. Cf. Span. *ñ* in *baño* and French *gn* in *agneau*.
- p pau [paũ], roupa [rɒpɐ]. Cf. Eng. *p*.
- r cara [kɛɐ], touro [toɾu]. Cf. Span. *r* in *cara*: somewhat like Eng. *r* in *daring*.
- r slightly more trilled than [ɾ]: *carne* [karne], *Carlos* [karluʃ]. Cf. Span. *r* in *carne*, *Carlos*.
- rr with multiple trill: *rato* [rratu], *carro* [karru]. Cf. Span. *rato*, *carro*.
- s são [sɛũ], classe [klase], caça [kɛʃɐ], próximo [pɾɔsimu]. Cf. Eng. *s* in *sing*, *ss* in *class*, and *c* in *city*.
- ʃ chuva [ʃuvɐ], lápis [lapɪʃ], paz [paʃ], caixa [kaɪʃɐ]. Cf. Eng. *sh*.
- t tômo [tomu], gato [gatu]. Cf. Eng. *t*.

## SYMBOLS

## EXAMPLES

v vinho [vinu], cava [kavɐ]. Cf. Eng. *v*.

z fazer [fɛzɐ], casa [kazɐ]. Cf. Eng. *z* in *lazy* and *s* in *rose*.

3 os mesmos [uʒ mezmʊ], José [ʒuzɛ], reger [rɛʒɛɾ]. Cf. Eng. *z* in *azure*.

## The Vowels

4. **a**. This letter has three values:

1. An open sound, similar to the *a* of English *part*, as in *lado*, *side*. This is the usual value of stressed *a*. It occurs also in *â* (= *a* + *a*), to *the*, and in *liaison*, as in *a aluna* [alunɐ], *the pupil*, etc.
2. A back vowel between the English *a* of *part* and that of *paltry*, as in *mal*, *evil*; *falta*, *want*; *faltar* (the first *a*), *to be lacking*; *auto*, *public act*, *document*; *autor*, *author*. This sound occurs, stressed or unstressed, before *l* final, before *l* plus a consonant (but not *lh*), and before *u*. Phonetically we denote *a* in both 1 and 2 by [a].<sup>1</sup>
3. A close sound approximate to the *a* of English *above*, the *u* in *cut*, or the *e* of French *me*, *te*, *se*, as in *saber*, *to know*; *porta*, *door*; *cama* (both *a*'s), *bed*; *plano*, *plan*; *aranha* (all three *a*'s), *spider*. This is the usual value of unaccented *a*, except before *u* or before *l* plus a consonant. The value of *a* in 3 is also that of *á*, accented or unaccented, before intervocalic *m*, *n*, or *nh*. But the verb *ganhar*, *to gain*, and its cognates may have open *a* [a], although [ɐ] is today more common. A few monosyllables which have no accent in the sentence also possess this close or so-called "neutral" *a* sound; e.g., *a*, *to*, *at*; *cada* (both *a*'s), *each*; *para* (both *a*'s), *for*. Phonetically we denote *a* in 3 by the inverted symbol [ɐ].

5. **e**. 1. When stressed, this letter has these three values:

- a) An open sound, as in English *bet*: *pé*, *foot*; *pedra*, *stone*; *céu* (older *céo*), *heaven*. Upon occasion this *e* is marked with an acute accent. The open value is also possessed by unaccented *e* before *l* final, or *l* plus a consonant: *amável*, *lovable*; *delgado*, *thin*; *selvagem*, *savage*. Phonetically [ɛ].
- b) A close sound, like the first part of *ey* in English *they* (i.e., without the final glide sound of *ey*) and like the French *e* of *porté*: *sêde*,

<sup>1</sup> Viana uses [A] for 1 and [a] for 2. For convenience we use [a] for both; the aspect of the word will readily reveal the presence of the more open sound described in 2.

*thirst; fazer, to do.* In some words this *e* is so close that it resembles the English *i* of *ill*: *êle, he* (compare *ela* [ɛlɐ], *she*). Upon occasion this *e* is marked with a circumflex accent. Phonetically [e].

- c) A sound like that of close or "neutral" *a* (ɐ: the third value of *a*): *cereja* (the second *e*), *cherry*; *ovelha, sheep*; *fecha, he closes*. This is usually the value of accented *e* before the palatal consonant sounds written *j, nh, lh, ch, and x*. But many cultivated Portuguese use [e] in *cereja, ovelha, fecha*, etc. And *velho, old*, is [vɛʎu], and *mexe, he mixes*, being a verb form, is [mɛʃɐ]. In Lisbonese close or "neutral" *a* is also the value of *e* in the diphthong *ei*: *rei, king*. Phonetically [ɐ], as for *a* in §4, 3.

## 2. When unaccented, *e* has these values:

- a) Like the French "mute" *e*, in fluent speech it is usually silent, or nearly so, at the end of a word, unless it be required as a supporting vowel (as in *alegre, merry*): *arte, art*; *sente, he feels*. Phonetically [ə], i.e., inverted [e].
- b) Again it is the "mute" *e* slightly pronounced within a word: *pedir, to ask*; *ordenar, to order*; *parecido, like*. Phonetically [ə].
- c) It resembles the *i* of English *perish* when it stands before one of the palatal consonant sounds represented by *x, ch, s* before a consonant or final, *g* before *e* or *i, j, lh, and nh*: *mexer, to mix*; *fechar, to close*; *respeito, respect*; *azues*,<sup>1</sup> the old spelling of the plural of *azul, blue*; *reger, to govern*; *tejolo, tile*; *melhor, better*; *senhor, sir, gentleman*. Phonetically [i], i.e., inverted [i]. At the beginning of a word and followed by a palatal consonant, it has this same value [i]: *espada, sword*; *escrever, to write*; *extremo*,<sup>2</sup> *extreme*; etc. But if initial and not followed by a palatal consonant, it has a closer sound somewhat like that of the first *e* in the English verb *frequent* or of French *i* as in *filer*: *efeito, effect*; *educar, to educate*; *evitar, to avoid*; *exército* (*x* not palatal, but = *z*), *army*; *existir* (*x* = *z*), *to exist*. Phonetically [i]. Both when accented and when unaccented, initial *e* before *x* that is pro-

<sup>1</sup> But in the reformed spelling *e* has been replaced by *i* in such final diphthongs, except when the diphthong is nasal: *pai, father*; *pais, fathers*; *azuis*; etc.; but *mãe, mother*; *mães, mothers*, etc. <sup>2</sup> *Extremo*, and other words beginning with *ex* + consonant, may be pronounced [ɛʃ]—.



nounced like English *z* may become the diphthong *ei* (Lisbonese [ɛi]): so in *existir*; *exacto* [ɛizatu], *exact*; *êxito*, *outcome*. But the pronunciation [i] just indicated is also good in such unaccented cases.

- d) It is like the *y* of English *yet*, when it is unaccented and before another vowel: *rédea*, *rein*; *férreo*, *of iron*. Phonetically [ɪ].
- e) It is like the Portuguese *i* (first value given below) in the conjunction *e*, *and*. In the sentence this is an unstressed word. Phonetically [i].
- f) Cf. unstressed *e* in 1 *a*: *amável*, *lovable*. Phonetically [ɛ].

6. *i*. When accented, this letter may have two values:

- 1. A close sound, approximately that of the French *i* or that of the first *e* in the English adjective *frequent* (but without any final glide sound): *ouvi*, *I heard*; *miro*, *I look at*. Phonetically [i].
- 2. An open sound, somewhat like that of *i* in English *bill*: *mil*, *thousand*; *bilro*, *bobbin*; *viu*, *he saw*. This sound occurs before final *i*, or *i* plus a consonant (not *lh*), or *u*. In this situation the unaccented *i* is likely to have the same value: *aviltar*, *to vilify*. Phonetically [ɪ].<sup>1</sup>

When unaccented and in a syllable preceding that of a stressed *i*,<sup>2</sup> it is reduced in value to that of "mute" *e* (§ 5, 2 *b*): *sibilo* (n.) [səbɪlu], *whistle*, *hiss*; *dividir* [dɐvɛdɪr], *to divide*; *vizinho* [vɛzɪnu], *neighbor*. But there it will be like the *i* of English *perish* (§ 5, 2 *c*), if followed by a palatal consonant: *erigir* [ɪrɪʒɪr], *to erect*. Otherwise, unstressed *i* is like stressed *i* in 1 or 2.

N.B. The written *y* has long been used as a pure vowel like *i*: *mystério*, *mystery*. In the reformed spelling *i* has taken its place: hence *mistério*. For the *i* of diphthongs, see § 9.

7. *o*. When accented, this may have two values:

- 1. An open sound like that of *o* in English *north* (but without any final glide sound) or the open *o* of French *port*: *bola*, *ball*; *dó*, *pain*; *móbil*, *movable*. Upon occasion this *o* is marked with an acute accent. Phonetically [ɔ].

<sup>1</sup> Viana writes the *i* of 1 as [i] and the *i* of 2 as [ɪ], i.e., without the dot. We use but the one phonetic symbol [i]. The sound following the *i* indicates when it has the value of the *i* of 2. <sup>2</sup> In a series of *i*'s, all preceding the stressed *i* show this change: *dividir* [dɐvɛdɪr].

2. A close sound, like that of *o* in English *morality* or in *note* (but without the final *u* glide sound of accented English long *o*): *bôca*, *mouth*; *pôsto*, *place*; *moço*, *young*. In some words the *o* is so close that it approximates the English *u* sound of *poor*, as in *flor*, *flower*. Upon occasion this *o* is marked with a circumflex accent. See also *ou*, § 9, 2, N.B. Phonetically [o].

When unaccented, it is like French *ou* or the *ou* of *Roumanian* and approximates to the *oo* of English *boot* (without the final *u* glide sound); it is short and indistinct in the final syllable: *ovelha*, *sheep*; *orelha*, *ear*; *lograr*, *to obtain*; *romano*, *Roman*; *caso*, *case*. The definite article *o*, *os*, which is unaccented in the sentence, regularly has this value. Phonetically [u].

Initial unstressed *o* is sometimes close *o*, as in *oriente*, *east*; *olhar*, *to look at*; *observar*, *to observe*. But cf. *ovelha*, etc., with *o* = *u*.

For unstressed close *o* [o] alternating with stressed open *o* [ɔ] in verb forms, see § 284.

8. *u*. This has the sound of French *ou* and approximately that of *oo* in English *boot* (without its final *u* glide sound); when unaccented it is somewhat shorter than when accented: *cru*, *raw*; *ocupar* (older *occupar*), *to occupy*. Phonetically [u].

As the first and weak element of a diphthong, it has the value of English *w*: *água*, *water*; *qual*, *which*; *quantidade*, *quantity*. Phonetically [ü].

In the combinations *que*, *qui*, *gue*, *gui*, the *u* is silent in most words: *querer*, *to wish*; *quinto*, *fifth*; *guerra*, *war*; *guia*, *guide*. But occasionally it is pronounced as *w*, and a grave accent should appear over it as a sort of diæresis: *frequênte*, *frequent*; *lingüístico*, *linguistic*.

## Diphthongs

9. A diphthong is properly a combination of two adjacent vowels into a single syllable. Portuguese diphthongs arise when one of the strong vowels, *a*, *e*, *o*, combines with one of the weak, *i*, *u*; or when one of the weak vowels combines with the other. Occasionally *o* is the weak element of a diphthong and has the value of semi-vocalic *u*, i.e., of *w*. Formerly *e* appeared in a number of cases

as the weak element of a diphthong, and had the value of semi-vocalic *i*; in the reformed spelling *i* appears instead of *e*, when it is the second element of an oral diphthong; e.g., *taes*, pl. *such*, is now *tais*; *faroes*, *lanterns*, is now *faróis*; *azues*, pl. *blue*, is now *azuis*; but *e* is retained in nasal diphthongs: *mãe*, *mother*; *cães*, *dogs*. As the weak and second element of a diphthong, in which it followed *a* or *e*, *o* was formerly common, where today it is supplanted by *u*: *pao*, *wood*, *stick*, is now always *pau*; *chapeo*, *hat*, is now *chapéu*; but the *o* remains in *ao*, *to the*.

The diphthongs may be considered in four groups:

1. With *i* as the weak element of a falling diphthong, i.e., of a diphthong in which the weak element comes second (and is in post-hiatus):

- ai: *pai*, *father*; *pairar*, *to soar*; *paira*, *he soars*. Phonetically this is [ai] stressed and [ɛi] unstressed.
- ei: usually, in Lisbonese, this is pronounced as close or "neutral" *a*, i.e. [ɐ], plus *i*: [ɛi], as in *rei* [rɛi], *king*, pl., *reis* [rɛi]. In provincial Portuguese and in Brazilian the *e* is more often open *e*, i.e., [ɛ], and *rei*, *king*, is [rɛi]. Even in Lisbonese the diphthong occasionally has open *e*: e.g., *réis*, pl. of *real*, *real* (the money), is [rɛi], as distinguished from [rɛi], *kings*.
- oi: the *o* may be open [ɔ] or close [o]; hence [oi] or [oi], as in *faróis* [fɛɔi], *lanterns*, *boi* [boi], *ox*. The *oi* which interchanges with *ou* (*oiro*, *gold*, and *ouro*) has regularly close *o*.
- ui: phonetically [ui]: *fui*, *I was*; *azuis* [ɛzui], pl. *blue*.

2. With *u* as the weak element of a falling diphthong:

- au: this has the very open *a* and is phonetically [aũ], whether stressed or unstressed: *causa* [kaũzɐ] *cause*; *causar* [kaũzɐ] *to cause*. In *ao*, *to the*, etc., always unstressed, the *a* does become close *a* [ɐ] and the *o* is semi-vocalic *u*: [ɐũ].
- eu: the *e* is either open [ɛ] or close [e]; hence [ɛũ] or [eũ]: *chapéu*, [ʃɛpɐu], *hat*; *temeu* [tɐmɐũ], *he feared*.
- iu, io: phonetically [iũ]: *viu* [viũ], *he saw*; *frio* [friũ], *cold*.

N.B. The spelling *ou* denotes today in Lisbonese a close *o* sound [o] or it interchanges with *oi* [oi]: *ouro* [oru] or *oiro* [oiu], *gold*; *ouço* [osu] or *oiço* [oisu], *I hear*. In Lisbonese *oi* is usually preferred to *ou*, as *oiço*; *oiro*; *dois*, *two* (*dous* is rare); etc. But in certain instances only *ou* [o]

occurs, as in *ou*, *or*; the preterite ending *-ou* as in *chegou* [ʃigo], *he arrived*; and the stem of certain strong preterites and their related tenses: *coube* from *caber*, *to be contained*; *soube* from *saber*, *to know*; *troux* [tʁoʃ] from *trazer*, *to bring*; *coubera*, *coubesse*, etc. As a real diphthongal *ou* [ou̯], corresponding to the spelling, the sound is heard in provincial Portuguese and in Brazilian. For our present purposes *ou* may be regarded as close *o* [o].

3. With *i*, *e* — both [ɪ] —, as the weak element of a rising diphthong (i.e., one in which the weak element comes first and is in hiatus):

*ia*: *diabo*, *devil*; *rial* (older *real*), *royal*<sup>1</sup>; *glória*, *glory*.

*ea*: *real*, *real*, *true*; *rédea*, *rein*. Phonetically stressed [ja] and unstressed [jɐ].

*ie*: *dieta*, *diet*; *série*, *series*. Phonetically, stressed [je] and unstressed [jɐ].

*io*, *eo*: the *o* may be open, or close, or, if unstressed, weakened to *u*: *pior* (older *peor*) [pjoɪ], *worse*; *miolos* [mjoʎu], *brains*; *miolo* [mjoʎu], *crumb*; *vários* [vaɹju], *several*; *férreo* [fɛrɹju], *of iron*. Phonetically [jo], [jo], [ju].

*iu*: phonetically [ju]: *a miudo*, *often*.

N.B. If the diphthong occurs in a stressed syllable, the accent will fall on the *a*, *e*, *o*, or *u*. When it stands in an unstressed syllable, neither element of it has an accent; the first element is simply *y* [ɪ] in value and the second is phonetically [ɐ], [ə], or [u].

4. With *u*, *o* — both [ʊ] —, as the weak element of a rising diphthong:

*ua*, *oa*: *quatro*, *four*; *quarenta*, *forty*; *soar* [suaɪ], *to sound*; *soará* [sueɹa], *it will sound*. Phonetically, stressed [ua], unstressed [uɐ].

*ue*, *oe*: the *e* is either open or close: *sueco* [sueku], *Swedish*; *poema* [puemə], *poem*. Phonetically [ue], [ue].

*ui*, *oi*: phonetically [ui]: *ruido*, *noise*; *moinho*, *mill*.

## Triphthongs

10. Three adjacent vowels may combine into a single syllable to form a triphthong. The middle vowel is always strong (*a*, *e*, *o*) and has

<sup>1</sup> Note the new spellings, *rial* for older *real* in the sense of *royal*, and *pior* for older *peor*. But *real*, *real*, *true*, still keeps the old spelling with *e*.

the stress; the other two are weak in sound. Here are examples of triphthongs:

- leais, *loyal* (pl. of leal): [laĩ]  
 fiéis, *faithful* (pl. of fiel): [fɛĩ]  
 fieis, pres. subj., 2d pl., of fiar, *to spin*: [fɛĩ]  
 miau, *miaow*: [iaũ]  
 poeira, *dust*: [ũɛĩ]

## Nasalization

11. The nasalization of vowels and diphthongs is a conspicuous trait of Portuguese. When the last syllable of a word is nasalized, the fact may be indicated by a mark called *til*, which is placed over an *a* or an *o*: *lã*, *wool*; *nação*, *nation*; *nações*, *nations*. In the case of a diphthong the nasal effect extends to both its elements, although the *til* is written over only one.

Final *m* indicates nasalization of the preceding sound. In *im*, *um*, and *om*, the vowels are simply nasalized; in *am* and *em*, the process of nasalization converts the vowels into nasal diphthongs, and *-am* is phonetically [ẽũ], while *-em* is [ɛĩ]: *fim* [fĩ], *end*; *algum* [algũ], *some*; *bom* [bõ], *good*; *falam* [falẽũ], *they speak*; *bem* [bɛĩ], *well*. Except in liaison with the initial stop consonant (*b*, *p*, *d*, *t*, "hard" *g*, *c* = *k*, *q*) of a following word; the *m* has no consonantal value; thus, *bem escri(p)to*, *well written*, is [bɛĩ ʔskɾitu] and has no pronounced *m*; while *bem preparado*, *well prepared*, is [bɛĩm pɾɛpɾadũ], with a real *m* kept by the initial labial stop consonant of the next word. Similarly an *n*, dental or velar, is produced when, in liaison or in a compound, the next word begins with a dental (*d* or *t*) or a velar ("hard" *g*, *c* = *k*, *q*) stop consonant, as in *bem tratado*, *well treated* [bɛĩn tɾɛtaðu]; *bem crido*, *well believed* [bɛĩŋ kɾidu]; *bemquisto*, *well liked* [bɛĩŋkiʃtu]. In like fashion an *m*, or a dental or velar *n*, is produced after final *ã*: *lã branca*, *white wool*, is [lãm brɐŋkɾɐ]; *lã tinta*, *dyed wool*, is [lãn tĩntɐ]; *lã cardada*, *carded wool*, is [lɐŋ kɐɾdaðɐ]. Final *m* becomes *n* before declensional *s*: *homens*, *fin*s, *bons*, and *alguns* are the plurals of *homen*, *fim*, *bom*, and *algum*, respectively. Within a word, *m* or *n* plus a stop consonant, *b*, *p*, "hard" *c*, *q*, "hard" *g*, *d*, and *t*, will nasalize a preceding vowel and still retain their own consonantal force: *campo* [kɐmpu], *field*; *semblante* [sɛmblɐntɐ], *semblance*, *face*; *ponto* [põntu], *point*. Before other consonants only the nasal resonance of the vowel is heard: *honra*, *honor*, is [õrrɐ]; *senso*, *sense*, is [sɛsu].

Formerly Portuguese wrote a double *m* and *n* that was pronounced as single and did not nasalize the preceding vowel. Now only one *m* and one *n* will be written in most cases: as in *gramática*, not *grammática*, *grammar*; *ano*, not *anno*, *year*. Otherwise *mm* and *nn* can appear only where the first *m* or *n* belongs to a prefix and really nasalizes the vowel before it: see *m* and *n* below. Vowels are not nasalized before *nh*; *punho*, *fist*, has an oral *u*. Here is a list of the nasal vowel sounds:

[ẽ]: *ambos*, *both*; *tanto*, *so much*

[ê]: *vendo*, *I sell*

[ĩ]: *limpo*, *clean*; *lindo*, *pretty*; *fim*, *end*

[õ]: *tonto*, *crazy*

[ũ]: *cúmplice*, *accomplice*; *mundo*, *world*; *um*, *a*, *an*; *atum*, *tunnyfish*

It is always the close or "neutral" quality of a [ɐ] that is nasalized, whether it appears as a simple nasal vowel or as part of a nasal diphthong.

## Nasal Diphthongs

12. There are four nasal diphthongs in Portuguese. We list them according to their sounds:

[ẽĩ], written *ãe*, or final *-em*, or final *-en* before *s*: *mãe*, *mother*; *bem* *well*; *homem*, *man*; *homens*, *men*; *tens*, *thou hast*.

[õĩ], written *õe*: *põe*, *he puts*. The plural *they put* is *põem*: it represents a Vulgar Latin *\*ponent* for Latin *ponunt*, and has a double diphthongal nasal, as it is pronounced [põĩĩ].

[ũĩ], written *ui*: *muito*, *much*; *mui*, *very*. These are the only instances of this nasal diphthong, and no *til* is written on them, although their nasality is clear.

[ẽũ], written *ão*, or *-am* (final and unstressed, in a verb form of two or more syllables): *mão*, *hand*; *falaram* [fɛlɐrẽũ], *they spoke*; *falarão* [fɛlɐrẽũ], *they will speak*; *são*, *estão*, *they are*.

N.B. Dialectally, final *-om* is heard as a nasal diphthong [õũ]: *bom* [bõũ]; but Lisbonese has only the simple nasal *o* [õ] sound for it. In Portuguese and Brazilian dialects, final *-em* is heard as a real *ei* [eĩ] nasalized: *bem* [bẽĩ]. In a triphthong only the last two elements can be nasalized: *leão*, *lion*, is [lẽũ], with only the [ɐ] and the [ũ] nasalized; the plural *leões* is [lẽõĩ], with only the [o] and the second [ĩ] nasalized.

## Metaphony or Vowel Harmony

13. In the inflection of nouns, adjectives, and verbs, and in the relations one to another of cognates that obey a system of derivation, there often occur, in the radical syllable, changes of vowel sound due either to (a) shift of accent or to (b) the influence of a vowel sound following the radical syllable. We shall see both processes of change illustrated in the inflection of the verbs, especially of the radical-changing verbs of the second and third conjugations. At present we are concerned with the second process, which is known as metaphony, or vowel harmony, or "umlaut." It is a characteristic feature of the inflection of the Portuguese substantive; often its operations are not revealed in the aspect of the written word.
1. The radical vowels that come into consideration are open and close *e* [ɛ], [e], and *o* [ɔ], [o]. The general rule for the treatment of them is that stressed radical close *e* [e] and *o* [o] of a primitive or basic word become open *e* [ɛ] and *o* [ɔ] in a derivative or a flectional form ending in *a* [ɐ] or in *e* [ə]. Vice versa, open stressed radical *e* [ɛ] and *o* [ɔ] of a primitive or basic word become close *e* [e] and *o* [o] in a derivative or flectional form ending in *o* [u]. Gonçalves Viana gives the following examples:
- pôço* [posu], *well*; *poça* [posɐ], *pond*.  
*lôto* [lotu], *lotto* (the game); *lote* [lotɐ], *lot*, *portion*; *lota* [lotɐ], *fish sale*, etc.  
*ôvo* [ovu], *egg*; pl. *ovos* [ovus]; *ova* [ovɐ], *fish roe*; pl. *ovas* [ovɐs].  
*porco* [poiku], *male pig*, *boar*; pl. *porcos* [poikus]; *porca* [poikɐ], *sow*;  
 pl. *porcas* [poikɐs].  
*dobro* [dobru], *n.*, *double*; *dobra* [dɔbrɐ], *plait*, *fold*; *dobre* [dɔbrɐ],  
*knell*.  
*roda* [rɔdɐ], *wheel*; *rôdo* [rɔdu], *kind of hoe*.  
*maçaroca* [mɛsɛɾokɐ], *ear of corn*; *maçaroco* [mɛsɛɾoku], *unbaked cake*,  
*raised dough*.  
*capelo* [kɛpelu], *hood*; *capela* [kɛpɛlɐ], *chaplet of flowers*.  
*pega* [pɛgɐ], *handle*; *apêgo* [ɛpɛgu], *attachment*, *affection*.  
*ourela* [ɔɛlɐ], *border*, *edge*; *ourela* [ɔɛlu], *selvage* (of cloth).  
*canela* [kɛnelɐ], *shin*; *canêlo* [kɛnelu], *long bone*.  
*morto* [mortu], *dead* (*man*); pl. *mortos* [mortus]; *morta* [mortɐ], *dead*  
 (*woman*); pl. *mortas* [mortɐs]; *morte* [mortɐ], *death*.

2. It is particularly noticeable that, when the stressed radical vowel of a noun or adjective is close *o* [o] in the masculine singular, it generally becomes open *o* [ɔ] in the feminine and in the plural of both genders; the *o* ending of the masculine plural does not serve to keep the close radical vowel of the singular, as it might be expected to do:

**sogro** [sogru], *father-in-law*; **sogra** [sogɾɐ], *mother-in-law*; pls. **sogros** [sogruʃ], **sogras** [sogɾɐʃ].

**porco** [poɪku], *boar*; **porca** [poɪkɐ], *sow*; pls. **porcos** [poɪkuʃ], **porcas** [poɪkɐʃ].

**torto** [tortu], *masc., twisted*; *fem. torta* [tortɐ]; pls. **tortos** [tortuʃ], **tortas** [tortɐʃ].

**mimoso** [mimozu], *masc., delicate*; *fem. mimosa* [mimɔzɐ]; pls. **mimosos** [mimozuʃ], **mimosas** [mimɔzɐʃ].

N.B. To the rule there are numerous exceptions, due to the influence of intervening consonant sounds, or to cross attractions (analogues) of various sorts, or to other causes not always well defined. Thus, **todo** [todu], *tôda* [todɐ], *all*, is an exception. And adjectives with stressed radical open *e* [ɛ] or close *e* [e] remain unchanged in the masculine plural and the feminine of both numbers:

**sêco** [seku], *dry*; pl. **secos** [sekuʃ]; **sêca** [seka]; pl. **sêcas** [sekaʃ].

**fero** [feru], *fierce*; pl. **feros** [feruʃ]; **fera** [fɛɾɐ]; pl. **feras** [fɛɾɐʃ].

## The Consonants

14. In accordance with the principles of the reformed spelling there are now written as double consonants in Portuguese only **rr**, **ss**, **mm**, and **nn**: **rr** to denote the reinforced pronunciation of *r* between vowels; **ss** to denote voiceless intervocalic *s*; and **mm** and **nn** only when the first *m* or *n* belongs to a prefix. Prior to the advent of the reformed spelling, the language permitted the writing of not a few double consonants which are now properly simplified in agreement with scientific methods, since for centuries past only one of the two consonants has been pronounced. So it is that, instead of **sábbado**, *Saturday*; **sacco**, *sack*; **effeito**, *effect*; **valle**, *valley*; **chamma**, *flame*; **anno**, *year*; **mappa**, *map*, we must now employ **sábado**, **saco**, **efeito**, **vale**, **chama**, **ano**, **mapa**. Simplification occurs also in the case of other combinations of consonants



in which one has become silent, sometimes with resulting phonetic adjustments; thus, *assumpto*, *subject*, is now properly *assunto*; and *accento*, *accent*, should be spelled *acento*. We call attention below to such features of the new spelling.

15. *b*. This sound may be a voiced labial stop as in English: *bôca*, *mouth*; *ambos*, *both*. Alone between vowels, or in the combinations *br*, *bl*, between vowels, it tends to have a spirant value like that of Spanish spirant *b*: it is made by bringing the lips quite close to each other and allowing the air to pass out constantly between them; there is not a complete stoppage of the air as in the case of the English *b*: *nabo*, *turnip*; *pobre*, *poor*; *sublime*, *sublime*. The same tendency is observable in liaison: *a bôca*, *the mouth*; *o braço*, *the arm*. Phonetically the stop sound is [b] and the spirant [b̥].

N.B. The spirant pronunciation of *b* is not uncommon before and after a consonant, not nasal: *obter* [ob̥tɐɾ]; *esbôço* [ɛsb̥osɐ].

16. *c*. This is a voiceless velar (guttural) or palatal stop pronounced as *k* before *a*, *o*, or *u* or before a consonant (but not in the digraph *ch*): *cama*, *bed*; *côr*, *color*; *curto*, *short*; *claro*, *clear*; *crer*, *to believe*; *fricção* (*cç* = *ks*), *friction*. This *c* is rarely final: *Abimelec* (proper noun). Phonetically this *c* is [k].

In the combination *ct*, the *c* is sometimes silent: *acto* [atu], *act*; and again it is pronounced as *k*: *pacto* [paktu], *bargain*. The *c* is still written here, though unpronounced, if there are cognates in which a preceding unstressed vowel is open and not close or "mute"; therefore *acto* because of *actuar* (the first *a* = [a] and not [ɐ] as is usual for unstressed *a*), *to actuate*. Otherwise the silent *c* is omitted; as in *teto*, *roof*, which was formerly written *tecto* with silent *c*. The *c* is now omitted in *cq*: *aquiescer*, *to acquiesce*, not *acquiescer*; *aquisto*, *acquired*, not *acquist*.

17. *c*, *ç*. The *c* before *e* or *i*, and *ç*, which stands only before *a*, *o*, or *u*, have the voiceless sibilant sound of English initial *s* or of English and Portuguese *ss*: *cedo*, *soon*; *cinco*, *five*; *façanha*, *deed*; *aço*, *steel*; *çumo*, *juice*. Phonetically [s].

The combinations *cc* before *e* or *i* and *cç* have usually this same voiceless sibilant sound (i.e., the first *c* is silent): *acção*, *action*.

In such cases the double *cc* is kept to show that the preceding unstressed *a* is open [a] and not close [ɐ]. Formerly *cc*, with the first *c* silent, was used oftener, as in *accento*, now *acento*, *accent*. Sometimes the first *c* is heard as *k*: *fricção* [fɾiksẽũ], *friction*.

18. *ch*. This has the voiceless palatal sibilant sound of English *sh*: *chamar*, to call; *fechar*, to close; *feche*, let him close. Phonetically [ʃ].

Hitherto, *ch* has appeared in words of Greek origin with the value of *k*: *monarcha*, monarch; *monarchia*, monarchy; *máquina*, machine; *coróide*, choroid; *chloro*, chlorine; *chrônica*, chronicle. In the reformed spelling there are used instead the symbols *c* and, before *e* or *i*, *qu*: *monarca*, *monarquia*, *máquina*, *coróide*, *cloro*, *crônica*.

19. *d*. This sound is a voiced dental stop, as in English, when it is initial or when it stands after a consonant within a word: *dar*, to give; *desde*, since; *mandar*, to order. Alone between vowels, or in the combination *dr* between vowels, it has a spirant sound, like that of spirant *d* in Spanish *cansado*, etc.: it may be compared to a prolonged English *d*, but pronounced with the tongue farther forward than in English: *lado*, side; *ladrão*, thief. This same spirant value occurs in liaison and, within a word, it may occur before consonants: *o dente*, the tooth; *a droga*, the drug; *advérbio*, adverb. Phonetically the stop is [d], the spirant [ɾ].

N.B. The lingua-dentals, *d*, *t*, *l*, and *n*, even when they are most like the English sounds, are produced farther forward in the mouth, that is, the tongue advances nearer to the upper incisors in making them.

20. *f*. This is pronounced as in English: *fava*, bean; *frio*, cold; *sofá*, sofa. The digraph *ph*, having the same sound, is now supplanted by *f*: *filosofia*, philosophy, not *philosophia*. Phonetically [f].
21. *g*. 1. Before *a*, *o*, *u*, or a consonant, this is a voiced velar (guttural) or palatal stop with the so-called "hard" sound of English *g* in *garden*, *got*, *get*, etc.: *gado*, cattle; *gordo*, fat; *gula*, gluttony; *guia*, guide; *grande*, great; *glória*, glory. When it stands between a preceding vowel and a following *a*, *o*, *u*, *i*, or *r*, the *g* tends to have a spirant value: *logo*, directly; *magro*, thin; *seguir*, to follow.

In liaison the same spirant value occurs: *o gado, the cattle; a grande glória, the great glory*. Phonetically the stop is [g], the spirant [g̃]. In *gue, gui*, the *u* is usually a mere sign that the *g* has the "hard" sound before a following *e* or *i*, and is not itself pronounced: *guerra, war; guia, guide*.

In the older spelling *g* was sometimes silent before *d, m, n*: *Magdalena, Madeleine; augmento, augmentation; assinalar, to signalize*. In the reformed spelling it is recommended that this *g* be omitted: *Madalena, aumento, assinalar*.

N.B. The spirant values of *b* and *g* are not so generally recognized as that of *d*.

2. Before *e* or *i*, *g* has the voiced palatal sibilant sound possessed by *z* in English *azure* and by *g* in French *sage*: *gêlo, ice; reger, to rule; girar, to turn*. For *gy* we now write *gi*: *gimnástica, gymnastics, not gymnástica*. Phonetically [ʒ].
22. *h*. This is regularly silent and only initial: *hora, hour*. In the older spelling it stood within a word (where it was etymological or merely served to separate syllables) in cases in which the reformed spelling omits it: *exibir, to exhibit, sair, to go out, and trahir, to betray*, are better written *exibir, sair, trair*. In *ch, lh, and nh*, the *h* is merely a sign of palatalization. In the reformed spelling, *ph, rh, and th* are supplanted by *f, r, and t*.
23. *j*. This has always the voiced palatal sibilant sound that *g* has before *e* and *i*, viz., that of *z* in English *azure*, or of *j* in French *jalous*: *janeiro, January; jejuar, to fast; João, John*. Phonetically [ʒ].
24. *k*. This sound is pronounced as in English. It is found only in foreign words not fully naturalized: *Kantismo, Kantism*.
25. 1. 1. When initial, or between vowels, or after a consonant, *l* resembles the English *l*: *lago, lake; claro, clear; bola, ball; vale (older valle), valley*. See § 19, N.B. In the modernized spelling, *l* is not doubled: *êle, he; aquele, that; vale, valley; cavalo, horse; instead of êlle, aquelle, valle, cavallo*. This *l* is phonetically [l].
2. At the end of a word, and before a consonant within a word, *l* has the so-called "hollow" sound, to which an approximation is the *l*

of English *awl* and *fault*. The tongue is drawn back in the mouth in making it, so that a velar (guttural) quality is imparted to the l: *cal, lime*; *amável, amiable*; *faltar, to be wanting*; *pulga, flea*. This l is tending to vocalize to u; *mal* (n.), *evil* and *mau* (adj.), *bad*, are often not readily distinguished in utterance. Phonetically this l is [ɫ].

26. **lh**. This denotes palatal l, which is the Castilian *ll*, or, approximately, the *li* of English *filial*: *fôlha, leaf*; *filho, son*. Phonetically [ʎ] (an inverted y).

N.B. The *li* of *filial* is only roughly approximate, as it usually means an l followed by y (*fil-yal*). The **lh** denotes an l pronounced from the beginning in the y position in the mouth, that is, with the middle of the tongue up near the hard palate, and the tip of the tongue against the lower teeth.

27. **m**. When initial or between vowels, **m** is like the English *m*: *mar, sea*; *cama, bed*. Phonetically [m]. In the older spelling it is silent before **n** in a number of common words, and the preceding vowel is not nasalized: *alumno, pupil*; *damno, damage*; *somno, sleep*. In the reformed spelling the **m** is omitted: *aluno, dano, sono*. In less common words, the **mn** remains: *indemnizar, to indemnify*.

When final, or when followed by a consonant within a word, **m** denotes nasalization of the preceding vowel; and within the word, it also retains its own pronunciation before a stop consonant. *bem, well*; *cantam, they sing*; *campo, field*.

It is now allowable to write **mm** only when the first **m** belongs to a prefix **em-**; it then indicates nasalization [ĩ] of the preceding e: *emmaranhar, to entangle*. See the remarks under *Nasalization* (§§ 11 ff.).

28. **n**. When initial and between vowels, **n** is approximately the English *n*: *nada, nothing*; *plano, plan*. See the Note under **d**. Phonetically [n]. When followed by a consonant, it indicates nasalization of the preceding vowel and retains its own consonantal force before a stop consonant: *bando, band* is [bẽndu], but *senso, sense*, is [sẽsu], without an **n** sound. Before flexional **s**, **n** has the force of final **m**, i.e., it converts the preceding vowel into a nasal

diphthong and is itself silent: *homens, tens*. Final *n* is rare; we write *irmã, sister*, rather than *irman*, and beside *gêrmen, germ*, and *âmen, amen*, there are the forms *germe*, and *amêm*. The doubling of *n* now occurs only when the first *n* belongs to a prefix *en-*, in which it indicates nasalization [ĩ] of the preceding *e*: *ennobrecer, to ennoble*.

Before the sound *k* (written *c* or *q*) and before "hard" *g*, the Portuguese *n* has the velar value of English *n* in *sing* or *rink*: *banco, bench*; *arenque, herring*; *frango, chicken*. Phonetically [ŋ].

29. *nh*. This denotes palatal *n*, which is like Castilian *ñ* and the *gn* of French *régner*, or approximately the *ni* of English *pinion*: *banho, bath*. The English sound given is only roughly approximate, as it means *n* followed by *y*, whereas the Portuguese sound is that of *n* produced in the *y* place in the mouth. Phonetically [ɲ]. In certain words *nh* never indicated palatalization of *n*, but meant *n* followed by silent *h*: *anhelar, to yearn*; *inhumano, inhuman*, and the various *h-* words having the prefix *in-*. Such words are now written without the *h*: *anelar, inumano*, etc.

30. *p*. This is like the English *p*: *pé, foot*; *capa, cape*. Phonetically [p]. We no longer double the *p*: *mapa, map*, not *mappa*. Before *t*, a *p* is sometimes pronounced, as in *apto, apt*; *inepto, inept*; *optar, to choose*; and again it is silent, as in *adoptar, to adopt*; *captor, captor*. When the *p* is no longer pronounced, it is usually not written in the reformed spelling, but in such words as *captor* [katoɾ] and *adoptar* [ɛdɔtaɾ] the *p* indicates that the preceding unstressed *a* or *o* is open, and not [ɐ] or [u].

Before *ç*, a *p* is usually silent, as in *exempção, exemption* (now also written *isenção*); *prescrição, prescription* (now *prescrição*); *redempção, redemption* (now *redenção*); but again it is pronounced, as in *opção, option*.

Before *s* the *p* is silent in *psalmo, psalm*, and the spelling *salmo* is recommended. Otherwise *ps* occurs in learned words of Greek origin, and can be pronounced fully by the trained, although the popular tendency is to pronounce the *s* only.

N.B. To explain what may seem to be an inconsistent use of silent consonants in the reformed spelling, we state the official rule in the case. "Consonants usually mute are preserved when officially they may be

pronounced or when they influence the quality of the vowel preceding them: e.g., *contração*, *reação*, *direção*, *excepção*, *adoptar*, *adopção*, *expectáculo*, *caracterizar*, *rectidão*. In such a case, the related words, in which the vowel belongs to the predominant syllable of the word, will by analogy keep the mute consonant: e.g., *contracto*, *directo*, *excepto*, *adopto*, *carácter*, *recto*, *acto* (because of *activo*, *acção*, etc.)."

Apart from the case of optional pronunciation, what is meant here is that the retained consonant is now a mere sign that the preceding vowel, though unstressed, has an open quality and not a close or "mute" value: *reação* has [a] and not [ɐ]; *direção* has [ɛ] and not [e]; *adoptar* has [ɔ] and not [o] or [u].

31. *q*. This is always *k* in sound. It is always followed by *u*. In *que*, *qui*, the *u* is generally silent: *quebrar*, *to break*; *quinze*, *fifteen*. Sometimes the *u* is pronounced as *w*: *freqüente*, *frequent*; *quinqüenal*, *quinguennial*. Phonetically [k]. The ordinary pronunciation of *qua-* is *kwa*: *quadro*, *picture*; *qual*, *which*; *quarenta*, *forty*; *quarto*, *fourth*. An exception is *quatorze*, *fourteen*, in which the *u* is silent; the new spelling *catorze* is advocated, as also is *caderno*, *copybook*, for *quaderno*.

Sometimes *quo* is *ko*, as in *quota* (also written *cota*), *citation*; and again it is *kwo*, as in *aquoso*, *aqueous*; *quotidiano*, *daily*; *quociente*, *quotient*. When the pronunciation is *ko* the spelling *co* is advocated: *cota* not *quota*; *licor*, *liquor*, not *liquor*.

32. *r*. This sound is always carefully pronounced. There are three varieties of it:
1. An *r* gently trilled with the tip of the tongue. This is found single between vowels, at the end of a word, after a consonant (except *l*, *n*, *s*), and before a consonant (except *l* and *n*): *mar*, *sea*; *caro*, *dear*; *prata*, *silver*; *abrir*, *to open*; *parte*, *part*; *charco*, *pool*. Phonetically this *r* is [ɾ], i.e., inverted [r].
  2. A well-rolled, reinforced form of the preceding *r*. This sound occurs (a) at the beginning of a word: *rosa*, *rose*; (b) in derivatives in which it is preceded by a prefix: *abrogar*, *to abrogate*; *derogar* (now to be spelled *derrogar*), *to derogate*; (c) within a word, after *l*, *n*, *s*: *bilro*, *bobbin*; *honra*, *honor*; *Israel*, *Israel*; (d) when it is written *rr*: *carro*, *cart*. Phonetically this *r* is [rr].
  3. Before *l* and *n* the *r* is not so weak as the first variety and not so

strong as the second: *Carlos, Charles; carne, flesh*. Phonetically this *r* is [r].

The older *rh* of words from Greek is now *r*: *retórica, rhetoric*, not *rhetórica*.

N.B. In the city districts of Portugal, a uvular pronunciation of the re-inforced *r* may be heard; but as yet it is not an approved pronunciation.

**33. s.** This has the following values:

1. The voiceless sound of English initial *s* or of *ss*: (a) At the beginning of a word: *sal, salt*. (b) Within a word, after a consonant; or if it is then preceded by any prefix: *pulso, pulse; observar, to observe; presentir, to have a presentiment*. But when the prefix ends in a vowel, the reformed spelling shows *ss*: *pressentir; ressentimento* (instead of older *resentimento*), *resentment*: cf. the verb *sentir, to feel*. An exception is *obséquio, favor*, and the words related to it (*obsequiar, etc.*), in which *s* is voiced (like English *z* of *freeze, etc.*, or the English *s* of *rose*). (c) When written *ss*: *passo, step; osso, bone*. This occurs only in the intervocalic position. (d) Initial *sc*, before *e, i*, has this voiceless sound: *sce(p)tro, scepter*, is [setru]; *sciência, science*, is [siêsiẽ]. Within a word, the *s* of *sce, sci*, may be slightly palatal [ʃ], while the *c* will be voiceless *s*; but in colloquial speech medial *-sc-* is usually [s]: *nascido* [nɐʃsiðu or nɐsiðu], *born*; *descer* [dɨʃsɐɪ or disɐɪ], *to descend*; *consciência* [kõʃsiêsiẽ or kõsiêsiẽ], *conscience*. Similarly, the *s* of *os, as, etc.*, is not palatal in colloquial speech before *s, c* (+ *e, i*), or *ç*, as in *os sapatos* [u sɐpatuʃ], *the shoes*; *as cerejas* [ɐ sɐɐʒɐʃ], *the cherries*. Phonetically the voiceless *s* is [s].
2. *s* has the voiced sound of English *s* in *rose*, or *z* in *zeal*: (a) When it is single and between vowels: *cousa or coisa, thing; pesar, to weigh*. (b) When it is in liaison, and the final *s* of a word is followed by a syntactically related word beginning with a vowel: *as armas, the arms; dois amantes, two lovers*. (c) After a consonant in the prefix *trans-* and in *obséquio, favor*, and its derivatives: *transacção, transaction; obsequiar, to favor, etc.* Phonetically the voiced *s* is [z].
3. *s* has the voiceless palatal sibilant sound of English *sh* and Portuguese *ch*: (a) When it stands before one of the voiceless consonants *c, q, f, p, t*: *escuro, dark; esquecer, to forget; esforço,*

*effort; respirar, to breathe; estado, state.* (b) When it ends a word followed by a pause, or when in liaison it is followed by a word beginning with one of the voiceless consonants *c, q, f, p, s, t*: *muitas questões, many questions; os cães, the dogs; vemos tres folhas, we see three leaves; nossos santos, our saints; boas tardes, good evening.* Phonetically this *s* is [ʃ].

4. *s* has the voiced palatal sibilant sound of *z* in English *azure* and of Portuguese *g* (before *e* and *i*) and *j*: (a) When it stands before one of the voiced consonants *b, v, d, g, l, m, n, r*: *esboçar, to sketch; desventura, misfortune; desdem, disdain; rasgo, trait; deslumbrar, to dazzle; esmola, alms; cisne, swan; israelita, Israelite.* (b) When it ends a word that has liaison with a following word beginning with one of the voiced consonants *b, v, d, g, l, m, n, r, z*: *as boas mães, the good mothers; os velhos romances, the old ballads; relações domésticas, domestic relations, etc.* Phonetically this palatal *s* is [ʒ].

34. *t*. This is a voiceless dental stop like the English *t*: *tal, such; rato, rat.* For older *th* only *t* is now written: *tesouro* (not *thesouro*), *treasure; istmo* (not *isthmo*), *isthmus.* In older *asthma, asthma,* the *th* is silent, and the new spelling is *asma.* See § 19, N.B. Phonetically [t].

35. *v*. This is a labio-dental spirant like the English *v*: *ver, to see; avô, grandfather; livro, book.* Phonetically [v].

36. *w*. This is found only in foreign words and has the foreign pronunciation. Portuguese *u* in hiatus has approximately the sound of English *w*: *quadro, picture.* Phonetically this *u* is [ũ].

37. *x*. This has the voiceless palatal sibilant sound of English *sh* already described for Portuguese *ch* and for Portuguese *s* final or before a voiceless consonant:

1. When it is initial: *xarope, syrup;*
2. When it is final: *Félix, Felix;*
3. When it precedes or follows a consonant: *expresso, express; enxôfre, sulphur;*
4. Between vowels in many cases: *baixo, low; caixa, box; coxim, cushion; coxo, lame; feixe, faggot, etc.* The phonetic symbol for this *x* is [ʃ].



But between vowels **x** may have other values: (a) That of *z* in English *zeal*. The words in question are often paralleled by English words from the same Latin source and having **x** with the value of *gz*: *exacto, exact*; *exaltar, to exalt*; *exame, examination*; *executar, to execute*; *exemplo, example*; *exercício, exercise*; *exílio, exile*; *existir, to exist*. Other examples are *exército, army*; *eximir, to exempt*; *êxito, outcome*. Phonetically this **x** is [z]. (b) That of English *ss*: *auxílio, aid*; *máximo, very great*; *máxima, maxim*; *próximo, next, neighbor*; *trouxe, pret. of trazer, to bring*, and all related forms; etc. Phonetically this **x** is [s]. (c) That of English *x* (*ks*). The words in question are paralleled by English words from the same source and having **x** pronounced as *ks*: *fixo, fixed*; *sexo, sex*; *sexagésimo, sixtieth*, etc. Phonetically this **x** is [ks].

38. **y**. As a vowel, **y** is not used in the reformed spelling: *mystério, mystery*, is now *mistério*. As a consonant it now appears only in foreign words not yet fully naturalized: *Yankee*, etc. Of course, foreign proper names may have it as a vowel: *Byron*.

39. **z**. When followed by a vowel, **z** has the voiced sibilant sound of English *z* in *zeal*: *zêlo, zeal*; *dizer, to say*. This is true in liaison also: *a paz é boa, peace is good*. Otherwise, **z**, like **s**, has the value of English *sh*, or that of English *z* in *azure*:

1. At the end of a word and before a pause, **z** is *sh*: *queremos a paz, we desire peace*.
2. In liaison before a word beginning with one of the voiceless consonants **c, q, f, p, s, t**, it is *sh*: *o juiz francês, the French judge*; *a paz permanente, permanent peace*. Phonetically this **z** and that of 1 are [ʃ].
3. In liaison before a word beginning with one of the voiced consonants **b, v, d, g, l, m, n, r**, it is the *z* of *azure*: *a luz brilhante, the brilliant light*; *a paz geral, general peace*, etc. Phonetically this **z** is [z].

N.B. For final **s** and **z** the palatal value is not so marked in Brazilian as in the Portuguese of the motherland; the sound is rather that of a pure sibilant, or of one only slightly palatalized.

## Accentuation

40. Portuguese words may stress the last syllable, the second last (penult), or the third last (antepenult). Only in an adverb in *-mente* or in a combination of a verb with following conjunctive (enclitic) object pronouns can the stress fall on a syllable preceding the third from the end of the word.

The rules governing Portuguese accentuation are here stated in accordance with the principles laid down in the *Plan for the Regularization and Simplification of Portuguese Writing* published by A. R. Gonçalves Viana in his *Vocabulário ortográfico e remissivo*. The larger number of Portuguese words show the place of the stress in them by their very form, and no written accent is required.

1. Words of two or more syllables ending in *-a* or *-as*, *-e* or *-es*, *-o* or *-os*, normally stress the second last syllable and take no written accent:

*casa, house*, pl. *casas*; *parede, wall*, pl. *paredes*; *camarada, comrade*, pl. *camaradas*; *concebe, he conceives*, *concebes, thou conceivest*; *trabalha, he works*, *trabalhas, thou workest*; *modo, manner*, pl. *modos*; *trave, beam*, pl. *traves*; *devoto, devout*, pl. *devotos*.

2. Most verb forms that end in *-am* or *-em* stress the second last syllable and need no written accent:

*falam, they speak*; *falaram, they had spoken*; *falem, let them speak*; *contem, let them count*, pres. subj., 3d plural, of *contar, to count* (but cf. *contêm*, pres. indic., 3d sing., of *conter, to contain*).

N.B. It is to be remarked that *s* and *m* are often only signs of plurality, and their appearance does not disturb the accentuation of the singular forms to which they are added.

3. A number of nouns and adjectives of two syllables or more that end in *-em* or *-ens* stress the second last syllable and need no written accent:

*viagem, journey*, pl. *viagens*; *selvagem, savage*, pl. *selvagens*

4. The last syllable is normally regarded as stressed and requires no written accent in most words of more than one syllable that end

in -i or -is, in -u or -us, in a nasal vowel (followed or not by s), in a diphthong (followed or not by s), or in a consonant (except the s of -as, -es, -os, -ens, and the m of -am, -em):

*javalí*, *wild boar*, pl. *javalis*; *peru*, *turkey-cock*, pl. *perus*; *atum*, *tunny-fish*; *maçã*, *apple*, pl. *maças*; *amar*, *to love*; *sarau*, *evening ball*, pl. *saraus*; *varão*, *man*, pl. *varões*; *entender*, *to understand*; *azul*, *blue*; *arraís*, *captain*; *Artur*, *Arthur*; *andaluz*, *Andalusian*; *canal*, *canal*.

5. As a matter of course no written accent is needed by atonic monosyllables and dissyllables, i.e., by certain words of one or two syllables which, from the point of view of sentence phonetics, are devoid of all stress in the expression of a train of thought. Among such words are the following:

- a) The definite article and the combinations that it makes with prepositions, viz., *o*, *os*, *a*, *as*, *lo*, *los*, *la*, *las*, *no*, *nos*, *na*, *nas*, *do*, *dos*, *da*, *das*, *ao*, *aos* (but cf. *à*, *às*, *to the*, fem.), *pelo*, *pelos*, *pela*, *pelas*, *polo*, *polos*, *pola*, *polas*.
- b) Conjunctive (objective) personal pronouns and their combinations, viz., *me*, *mo*, *mos*, *ma*, *mas*, *te*, *to*, *tos*, *ta*, *tas*, *lhe*, *lhes*, *lho*, *lhos*, *lha*, *lhas*, *nos*, *no-lo*, *no-los*, *no-la*, *no-las*.
- c) Prepositions such as *a*, *de*, *por*, *para*, *sem*, *sob*, *em*, *com*, etc.
- d) Conjunctions and adverbs such as *se*, *que*, *porque*, *mas*, *tão* (shortened form of *tanto*, also written *tam*), etc.
- e) Proclitic adjectives such as *são* (shortened form of *santo*, also written *sam*), and *grã* (shortened form of *grande*).

6. Even certain monosyllables may upon occasion take a written accent as a diacritic to differentiate them from other words, but no written accent is taken by tonic monosyllables (i.e., those that may have a stress in a sentence), if they end in -em or in -ens:

*bem*, *boon*, pl. *bens*; *tens*, *thou hast*; *tem*, *he has*; *cem*, *hundred*

7. No written accent is needed on tonic monosyllables ending in -i, -is, or -u, -us, in a nasal vowel (followed or not by s), in a diphthong (followed or not by s), or in a consonant (except the s of -as, -es, -os; cf. *pás*, *pés*, *pós*; *pôs*; see § 41, 1):

*ri*, *he laughs*, *ris*, *thou laughest*; *cru*, *raw*, pl. *crus*; *lã*, *wool*, pl. *lãs*; *sai*, *he goes out*, *sais*, *thou goest out* (both from *sair*, *to go out*); *mau* (adj.), *bad*;

*mão*, *hand*, pl. *mãos*; *mal* (n.), *evil*; *mar*, *sea*; *ver*, *to see*; *pus*, *I put* (pret. indic., 1st sing., of *pôr*, *to put*); *cruz*, *cross*.

41. Use of the Written Accent. The written accents are the acute, the circumflex, and the grave. The acute denotes an open stressed vowel, the circumflex a close stressed vowel. The grave accent is used only as a diacritic on certain unstressed vowels. Stressed open á [a], ê [ɛ], ô [o], may take the acute accent; the circumflex appears on only close â [ɐ], ê [e], ô [o]. When a written accent appears on stressed i or u (to show that they do not form a diphthong with a adjoining vowel) it is the acute.

1. A written accent, acute or circumflex, is required on monosyllables and on the last syllable of all other words, if they end in stressed -a, -as, -e, -es, -o, -os:

*pá*, *shovel*, pl. *pás*; *fará*, *he will do*; *farás*, *thou wilt do*; *alvará*, *letter patent*, pl. *alvarás*; *sé* (n.), *see*, pl. *sés*; *vê*, *he sees*; *vês*, *thou seest*; *mês*, *month* (but pl. *meses*, without the accent); *maré*, *tide*, pl. *marés*; *mercê*, *mercy*, pl. *mercês*; *português*, *Portuguese* (but pl. *portugueses*, without the accent); *pó*, *dust*, pl. *pós*; *pôs*, *he put* (pret. indic., 3d sing., of *pôr*, *to put*); *avó*, *grandmother*, pl. *avós*; *avô*, *grandfather*, pl. *avôs*.

2. A written accent, acute or circumflex, is required on the stressed second last syllable of all words ending in -i or -is, in -u or -us, in a nasal vowel (followed or not by s), in a diphthong (followed or not by s), or in a consonant (except the s of -as, -es, -os, -ens):

*quási*, *almost*; *Vénus*, *Venus*; *órfã*, *female orphan*, pl. *órfãs*; *órfão*, *male orphan*, pl. *órfãos*; *louváveis*, *you were praising*; *louváveis*, *you had praised*; *fácil*, *easy*, pl. *fáceis*; *cônsul*, *consul* (for pl. *cônsules*, cf. 4, below); *cadáver*, *corpse* (for pl. *cadáveres*, cf. 4, below); *gérmen*, *germ* (for pl. *gérmenes*, cf. 4, below); *Félix*, *Felix*.

3. A circumflex accent is required on the last syllable of words of two or more syllables, if they end in stressed -em or -ens:

*vintêm*, *a coin of 20 reis*, pl. *vintêns*; *armazêm*, *warehouse*, pl. *armazêns*; *contêm*, *it contains*, *contêns*, *thou containest* (both from *conter*, *to contain*); *Jerusalêm*, *Jerusalem*.

4. All words stressed on the third last syllable have a written accent:

*prática, practice; ânimo, courage; lúgubre, mournful; cônsules, consuls; cadáveres, corpses; gêmeo, twin; gênio, genius; consequência, consequence.*

a) A number of verb forms are concerned here:

*louvávamos, we were praising; puniríamos, we should punish; devêssemos, we should be obliged.*

b) Although -eo, -io, and -ia in words like *gêmeo, gênio, and consequência* really form a diphthong, the words are regarded as stressed on the antepenult.

c) On the other hand, substantives stressing the i of final -ia and the endings -ia, -ias, -iam of the imperfect indicative and of the conditional of verbs, do not take the written accent (because the i is in the second last syllable, and words ending in -a, -as, -am normally stress the second last syllable and need no written accent): *filosofia, philosophy; punia, I was punishing; louvarais, thou wouldst praise; louvariam, they would praise.*

d) For a similar reason, verbs in -uar take no written accent when the u is stressed before final -o, -a, -as, -am, -e, -es, -em: *continuar, to continue; continuo, I continue; continuas, thou continuest; continua, he continues; continuam, they continue; continue, let me continue, etc.*

e) But the stressed i of final -ia, etc., will take the written accent if a vowel precedes with which the i does not form a diphthong: *sair, to go out; impf. indic., saía, saías, saíam, etc.*

5. As has been said already, no individual word can be stressed in Portuguese on a syllable preceding the antepenult.

a) However, in a composite of a verb with following object pronouns the written accent may appear on a syllable more than three from the end of the whole composite: *dávamo-vo-lo, we were giving it to you.* In such cases the verb is treated as though it stood without the appended pronouns.

b) Again, the adjectival part of an adverb in -mente will keep whatever written accent it requires when standing alone: *rapidamente, rapidly; cf. rápido, rápida, rapid.* See § 41, 4. Such words have two accents, one on the adjective and one on -mente.

42. In the following rules we deal chiefly with the use of the accent where it is not really needed to indicate the place of stress but serves as a diacritic to distinguish words spelled alike, or simply to indicate the quality of the vowel, or as a diæresis:

1. The stressed diphthongs *ei*, *eu*, *oi* take the acute accent when their *e* [ɛ] or *o* [ɔ] is open; they have no written accent when the *e* [e] or *o* [o] is close:

*réis* [rɛɪ̃ʃ], pl. of *real*, a coin; but *reis* [rɪɪ̃ʃ], pl. of *rei*, king; *batéis* [bɛtɛɪ̃ʃ], pl. of *batel*, boat; but *bateis* [bɛtɛɪ̃ʃ], you beat (2d pl. pres. indic. of *bater*, to beat); *véu*, veil, pl. *véus*; *chapéu*, hat, pl. *chapéus*; *sóis* [soɪ̃ʃ], pl. of *sol*, sun, and also 2d sing. pres. indic. of *soer*, to be accustomed; but *sois* [soɪ̃ʃ], you are; *róis*, pl. of *rol*, list, and 2d sing. pres. indic. of *roer*, to gnaw; *herói* (*heróe*), hero, pl. *heróis* (*heróes*); *jóia*, jewel; *gibóia*, boa; etc.

2. As a diacritic the written accent differentiates certain sentence stressed words from others spelled like them but without stress in the sentence:

<i>quê</i> <i>what</i> (direct interrog. used disjunctively)	<i>que</i> (rel., interrog., conj.) <i>who, whom, which, that, what</i>
<i>porquê</i> <i>why</i> (direct interrog. used disjunctively)	<i>porque</i> <i>because, for, why</i> (interrog.) <i>in order that</i>
<i>pôr</i> <i>to put</i>	<i>por</i> <i>by, for, through, etc.</i>
<i>pára</i> pres. indic., 3d sing. of <i>parar</i> <i>to stop</i>	<i>para</i> <i>to, for, in order to, etc.</i>
<i>pêra</i> (n.) <i>pear</i>	<i>pera</i> popular form of <i>para</i>
<i>pêla</i> (n.) <i>ball</i>	<i>pela</i> (prep. + art.) <i>by the, etc.</i>
<i>pêlo</i> 1st sing., pres. indic. of <i>pelar</i> <i>to peel</i>	<i>pelo</i> (prep. + art.) <i>by the, etc.</i>
<i>pêlo</i> (n.) <i>hair</i>	
<i>pólo</i> (n.) <i>pole</i>	<i>polo</i> (prep. <i>por</i> + art.)

3. Stressed close *e* [ɛ] and *o* [ɔ] of the penult syllable take the circumflex accent if there are other words spelled like them that have open *e* [ɛ] and *o* [ɔ]. The latter take no written accent.

*rêgo* [rɛgu] *furrow*

*rego* [rɛgu] 1st sing., pres. indic. of *regar* *to water*

*rôgo* [rɔgu] *request*

*rogo* [rɔgu] 1st sing., pres. indic. of *rogar* *to ask*

dêmos [demu] 1st pl., pres. subj.	demos [demu] 1st pl., pret. indic.
of dar to give	of dar to give
côrte [kôrte] court	corte [kôrte] cut, edge

4. Stressed i and u take the acute accent to show that they do not form a diphthong with a preceding vowel:

baú, *trunk*; país, *country*; raiz, *root*; saída, *sally, going forth*; saúde, *health*.

In the older usage an h separated the vowels in some of these cases: *sahida, bahu*.

This accent may be omitted before any final consonant except s: raiz or raiz, *root*; sair, *to go out*; and it may be omitted within a word before nh, nd, mb; rainha, *queen*, or rainha; ainda, *yet*, or ainda; Coimbra or Coimbra.

43. Use of the Grave Accent. This appears only on unstressed vowels and serves (a) as a diæresis or (b) as a means of marking the open quality of a vowel which, though unstressed, retains the open value which is usual only under the accent.

1. The grave accent is written on the u of gu, qu, if the u has a pronounceable force before a following e or i: *conseqüência, consequence*; *argüir, to argue*; *argüi, I argued*, 1st sing., pret. indic. If the u passes to the stressed position, it takes the acute accent: *argúi, he argues*, 3d sing., pres. indic.
2. The grave accent may appear over unstressed i and u to indicate that they do not form a diphthong with a preceding vowel: *sai-mento, a going forth*; *paisagem, landscape*; *saudar, to salute*. This refinement of usage may not make great appeal.
3. The grave accent is written on an unaccented open a [a], e [ɛ], or o [ɔ], to distinguish the word in which it occurs from a similarly spelled word in which the a, e, or o has a close or weakened value [ɐ, ə, u]: *à* ([a], a combination of a + a), *to the, at the*; cf. *a* [ɐ], *to, at, or the*; *aquele* ([akɐlə], a combination of a + aquele), *to that*; cf. *aquele* [ɛkɐlə], *that*; *pregar* [pɛgaɾ], *to preach*; cf. *pregar* [pɛgaɾ], *to nail*; *moldada* [mɔɫadɐ], *a heap* (of faggots, sheaves, etc.); cf. *molhada* [muɫadɐ], fem. p.p. of *molhar, to wet*. The older custom was to write *â, áquele*, but the acute accent is now reserved for places of stress, and the a has none in these words.

44. In the inflection of words, the application of the rules will cause some forms to have the written accent and others to dispense with it: e.g., *português*, *Portuguese*, in the singular takes the written accent, according to rule, § 41, 1; in the plural, *portugueses*, it has no accent, according to rule, § 40, 1. *Sêco*, *dry*, according to rule, § 42, 3, takes the circumflex on its stressed close *e* to distinguish the word from the verb form, *seco*, *I dry*, with open *e*. Its feminine singular *sêca* and its feminine plural *sêcas* will keep the accent to distinguish them from *seca*, 3d sing., and *secas*, 2d sing., (both with open *e*) of the present indic. of *secar*, *to dry*. But the masculine plural is *secos*, without a written accent on its close *e* [*e*], as there is no word with which it might be confused.
45. Hyphenated words retain the written accents of their parts: *párraios*, *lightning conductor* (*pára* is from the verb *parar*, *to stop*, *parry off*; cf. rule, § 42, 2).
46. Adverbs in *-mente*, being constructed of a feminine adjective and the noun *mente*, have a double stress and keep whatever written accent the adjective has when it stands alone: *sômente*, *only, but*; *cortêsmemente*, *courteously*; *rápidamente*, *rapidly*; cf. the adjectives *só*, *cortês*, *rápida*.
47. Until the rules of accentuation stated have found entire acceptance in the books, students of Portuguese will encounter difficulties in the early stages of their study of the language. A knowledge of Spanish will help to indicate the place of the Portuguese accent, for there are very many correspondences of vocabulary between the two languages, and in the great majority of the cases the same syllable is stressed in the corresponding words.

### Quantity

48. Accented vowels are of medium length; vowels preceding or following the accent are shorter.

### Liaison

49. Liaison, or the linking together of spoken words by passing a sound from a preceding word to the following one, is a marked



feature of Portuguese as it is of French. A number of the changes in pronunciation occasioned by liaison have been treated in our discussion of the consonants; s, z, and the nasals, are most in point. Vowels also will be linked together and will even merge. In a syntactical combination the last vowel of the preceding word may coalesce with same vowel beginning the second word.

### Punctuation

50. Practically the same marks of punctuation are used in Portuguese as in English, and for the same purposes. When a hyphen appears at the end of a line, to mark the syllabic division of a word, the advocates of the reformed spelling would have it repeated at the beginning of the next line. They would also imitate the Spanish custom of using twice the question mark or the exclamation mark, inverting them at the beginning of their sentence, especially if the sentence consists of more than four or five words, and putting them also, as in English, at the end of their sentence.
51. A hyphen is required between a verb and a following object pronoun: *louvá-lo*, to praise him; *dá-nos*, he gives to us. It is erroneous to write, as is often done, *louval-o*, etc., as the *l* belongs to the pronouns.
52. The apostrophe is now little used, appearing chiefly in certain compound words, as in *mãe-d'agua*, reservoir (but cf. also *mãe de agua*). It is no longer to be written in the combinations of two object pronouns: *mo* not *m'o* for *me + o*; *lha* not *lh'a* for *lhe + a*, etc.

### Syllabication

53. In the main, phonetic principles govern the matter of syllable division in a word.
1. A single consonant between vowels passes over to the second vowel: *me-ni-no*, child; *di-la-tar*, to delay.
2. The few double consonants are separated: *ar-rastar*, to drag; *as-sistir*, to assist; *em-malar*, to pack (in a bag); *en-nastrar*, to be-ribbon.

3. Certain combinations of two consonants are regarded as inseparable, and both pass over to the next syllable. They are the digraphs *ch*, *lh*, and *nh*; *sc* and *ps*; and the combinations of a consonant with a following *l* or *r*, viz., *bl*, *cl*, *dl*, *fl*, *gl*, *pl*, *tl*, *vl*, *br*, *cr*, *dr*, *fr*, *gr*, *pr*, *tr*, *vr*: *a-char*, to find; *tra-ba-lho*, work; *vi-nho*, wine; *en-sce-na-ção*, stage (*sc* together sound as voiceless *s*); *a-fli-gir*, to afflict; *no-bre*, noble; etc.
4. If there are two consonants between vowels, and they are not of the class of inseparable combinations, one remains with the preceding syllable and the other passes over: *for-ma*, form; *cam-po*, field.
5. When there are more than two consonants between vowels, the tendency is to pass over only the last one: *sump-tuo-so*, sumptuous. But, if the last two form an inseparable combination, both go over: *sem-pre*, always.
6. Two consecutive vowels are inseparable, whether they form a diphthong or not: *cau-sa*, cause; *rai-nha* (not *ra-inha*), queen; *con-ti-nuo*, continuous; *fê-rias*, vacation; *rea-li-da-de*, reality; *veí-cu-lo* (not *ve-i-cu-lo*), vehicle; etc.
7. The combinations *gu* and *qu* are inseparable, whether the *u* be pronounced or not: *quin-to*, fifth; *guer-ra*, war; *fre-qüen-te*, frequent; *ar-güir*, to argue.
8. In the matter of prefixes the older tendency was to preserve the identity of the prefix. In accordance with the reformed spelling the rules stated above are to be observed: *subs-cre-ver*, to subscribe (not *sub-scre-ver*).  
So the prefixes *des-* and *dis-* pass over their *s* to a vowel following, but keep it before a consonant: *de-sen-ga-nar*, to undeceive; *des-fa-zer*, to undo, to ruin; *dis-tri-buir*, to distribute. *Descer* is also divided thus: *des-cer*. The prefix *ex-* remains intact: *ex-ér-ci-to*, army; *ex-ce-der*, to exceed.

### Capitalization

54. Capitals are in general used as in English. Proper adjectives, however, are not capitalized, even though they become nouns: *a rainha italiana*, the Italian queen; *os portugueses*, the Portuguese. Of course proper names are capitalized: *João*, John; *Vasco da*

Gama, etc. So are common nouns which as titles become proper names: **O Ministro da Marinha**, *Minister of the Navy*, etc. The names of the months and of the days of the week are usually not capitalized, but capitals may be used in dating letters and documents. In writing the titles of books usage varies: some writers prefer to capitalize all the important words in a title, while others use capitals only with the initial word and proper nouns.

# VOCABULARY

## Portuguese-English

NOTE: In this Vocabulary all orthographic final e's and o's are expressed in the phonetic symbols by [ɪ] and [u] respectively, as *classe* [klasɪ] and *cavalo* [kəvalu]. In normal fluid speech, however, the final e is practically, if not totally, silent, and the final o may disappear [klas, kəval]. But in verse the final e and o form syllables that are counted, and in singing these vowels are clearly pronounced.

### A

a [ɐ] to, at, with, from  
 a, as [ɐ, ɐs] the; *pron.* her, it, them  
 à, ao, às, aos [a, ɐũ, as, ɐũs] to the  
 abaixo [əbaʃu] below  
 aberto, -a [əbertu, -ɐ] open, opened  
 abraçar [əbɾəsar] to embrace  
 abranger [əbrɛʒer] to include, embrace  
 abrigar-se [əbrigar-sɪ] to shelter oneself, protect oneself  
 abril [ɐbril] *m.* April  
 abrir [əbrir] to open  
 acabar [əkəbar] to finish; — *de* (+ *infin.*) have just (+ *past part.*)  
 aceitar [əsɛitar] to accept  
 achar [ɛʃar] to find; — *se* find oneself, be  
 acomodar-se [əkumudar-sɪ] to install oneself, sit down  
 acompanhar [əkõmpɐnar] to accompany, come with  
 aconselhar [əkõslɐr] to advise  
 acordar [əkurdar] to wake up  
 o açúcar or assúcar [ɛsukɐr] sugar  
 acusar [ɛkuzar] to acknowledge  
 adeus [ɛdeũs] good-by, farewell  
 adiante [ɛdʲɛntɪ] forward; mais —, further yet  
 o advogado [ɛdvugadu] lawyer  
 afamado, -a [ɛfɐmadu, -ɐ] well-known

afastar-se [ɛfɛstar-sɪ] to draw away, leave  
 o afecto [ɛfɛtu] affection  
 afim (de) [ɛfin di] in order to  
 a agência [ɛʒɛsɛ] agency  
 agitado, -a [ɛʒitadu, -ɐ] rough, agitated  
 agitar (para) [ɛʒitar] to wave (at)  
 agora [ɛgorɐ] now  
 agosto [ɛgostu] *m.* August  
 agradar [ɛgrɛdar] to please  
 agradável [ɛgrɛdavel] agreeable, pleasant  
 agradecer [ɛgrɛdisɐr] to thank, be grateful for  
 a água [agũ] water  
 aí [ɛi] there  
 ainda [ɛĩndɐ] still, yet; — *que* although, even if  
 ajudar [ɛʒudar] to help  
 além [alɛĩ] beyond; — *disso* besides, moreover  
 a alfaiataria [alfɛɛtɛrɛ] tailor shop  
 o alfaiate [alfɛɛtɪ] tailor  
 alguém [algɛĩ] someone, anyone, somebody, anybody  
 algo [algu] something, anything  
 alg-um, -uma, *pl.* -uns, -umas [alg-ũ, alg-umɐ, alg-ũs, alg-umɐs] some, any, a few; alguma coisa something; algumas vezes sometimes  
 ali [ɛli] there; por —, that way

- aliado, -a [ə'liadu, -ɐ] ally  
 almoçar [almu'sar] to lunch  
 o almôço [almosu] *pl.* almoços [almosu's] lunch; primeiro (*or* pequeno) —, breakfast  
 a almofada [almufadɐ] pillow  
 o alto [altu] top  
 alto, -a [altu, -ɐ] high  
 alugar [ə'luɣar] to rent  
 o aluno, a aluna [ə'lunu, -ɐ] student, pupil  
 amanhã [amɐ'nɐ] tomorrow; — de tarde tomorrow afternoon; depois de —, the day after tomorrow  
 ambos, -as [əmbus, -ɐs] both  
 América [əmɐ'rikɐ] America  
 o amigo, a amiga [ə'migu, -ɐ] friend  
 o amiguinho, a amiguinha [ə'migijɐ, -ɐ] little friend  
 am°. = amigo  
 a amostra [ə'mostrɐ] sample  
 Ana [ənɐ] Anna  
 o andar [ə'ndar] floor, story; — térreo ground floor; — de cima upper story  
 andar [ə'ndar] to walk, go  
 animado, -a [ə'nimadu, -ɐ] lively, bustling  
 o ano [ənu] year  
 ante-ontem [ə'nti-ɔntɐ] the day before yesterday  
 antes [ə'ntis] formerly; — de before; — que before  
 o anúncio [ə'nũsu] advertisement  
 ao [əu] to the, with the, of the  
 aonde [ə'ɔndi] (to) where  
 o apagador [ə'pɛɣedɔr] eraser  
 apagar [ə'pɛɣar] to erase  
 o aparador [ə'pɛrɛdɔr] sideboard  
 a aparência [ə'pɛrɛsɐ] appearance  
 apesar de [ə'pɪzɐ di] in spite of, although  
 aplicado, -a [ə'plikadu, -ɐ] industri-  
 ous, diligent; ser —, to be a hard  
 worker  
 apontar [ə'pɔntar] to point  
 apreciar [ə'pɪsɪar] to appreciate  
 aprender [ə'prɛnder] to learn  
 apresentar [ə'pɪzɛntar] to intro-  
 duce, present

- apropriado, -a [ə'pɪpɪadu, -ɐ] ap-  
 propriate, suitable  
 aquecer [əkɛsɐr] to heat, warm  
 aquele, -a, *pl.* -es, -as [əkɛli, əkɛlɐ,  
 əkɛlis, əkɛlɐs] that, those; aquele,  
 -a, *pl.* -es, -as to that, to those  
 aqui [ə'ki] here; por —, this way  
 aquilo [əkɪlu] that; aquilo [əkɪlu]  
 to that  
 o ar [ar] air  
 a aritmética [ə'ritmɛtikɐ] arithmetic  
 arranjar [ə'rɛʒar] to arrange, put in  
 order  
 a árvore [arvuri] tree  
 assegurar [əsɪɣurar] to assure; in-  
 sure  
 o assento [əsɛntu] seat  
 assim [əsi] so, thus; — que as soon  
 as  
 assúcar *see* açúcar  
 até [ətɐ] till, to; — logo good-by,  
 “so long”; — que until  
 atento, -a [ətɛntu, -ɐ] devoted,  
 courteous  
 at°. = atento  
 atual [atɪal] present  
 a aula [aɪlu] classroom, class  
 o automóvel [aɪtumuvel] automobile  
 a avenida [ə'vinidɐ] avenue  
 o avião, *pl.* aviões [ə'viũ, -õis] air-  
 plane  
 o avô [əvo] grandfather; (os) —s  
 grandparents  
 a avó [əvo] grandmother  
 avultado, -a [əvultadu, -ɐ] im-  
 portant; considerable  
 azul [əzul] blue

## B

- a bagagem [bəɣaʒɐ] baggage  
 o bago [bagu] grain, bean  
 a baía [bɛiɐ] bay  
 baixo, -a [baɪʃu, -ɐ] low  
 o banco [bɛŋku] bench  
 o banho [bɛɲu] bath  
 barato, -a [bəratu, -ɐ] cheap  
 o barco [barku] boat  
 bastante [bəstɛnti] enough; rather  
 a batata [betatɐ] potato  
 batizar [bɛtizar] to baptize

- beber [biber] to drink  
 a bebida [bibidə] drink, beverage  
 belo, -a [belu, -ə] fine, beautiful, handsome  
 bem [bē] well; *está* —, very well, all right; *pois* —, well  
 o bife [bifi] beefsteak  
 o bilhão, *pl.* bilhões [biʃõũ, -õis] (*or* *bilião, biliões*) billion  
 o bilhete [biʃet] ticket; — *de ida e volta* round-trip ticket  
 bom, boa [bõ, boə] good; *estar* —, to be well; *ser* —, be good  
 a bondade [bõndadi] goodness, kindness; *tenha a* — (*de*) please  
 o bonde [bõndi] streetcar  
 bonito, -a [bunitu, -ə] pretty, beautiful  
 bordo [bõrdu]: *estar a* —, to be on board  
 branco, -a [brã̃ku, -ə] white  
 o Brasil [brẽzil] Brazil  
 brasileiro, -a [brẽzileiru, -ə] Brazilian  
 brincar [brĩ̃kar] to play  
 buscar [buskar] to get; *ir* —, go and get

## C

- cá [ka] here, hither  
 a cabeça [kabesə] head  
 a cabra [kabre] goat  
 a caçarola [kæserolə] pan  
 o cacau [kækau] cocoa  
 cada [kadə] each, every; — *um* each one  
 a cadeira [kadeirə] chair; — *de braços* armchair  
 o caderno [kædenu] notebook, exercise book  
 o café [kafē] coffee  
 o cafeeiro [kæfeiru] coffee tree  
 cair [kair] to fall  
 o cais [kais] dock, wharf  
 a caixa [kaixə] box  
 o caixa [kaixə] cashier  
 o caixeiro [kæixeu] cashier  
 o calçado [kalsadu] footwear  
 calçar [kalsar] to put on (*shoes*)  
 as calças [kalsəs] trousers

- o calor [kəlor] heat; *fazer* —, to be hot, warm (*of the weather*); *ter* —, be hot, warm (*of a person*)  
 o calorifero [kelurifru] furnace  
 a cama [kəmə] bed  
 o caminho [kəminu] road; *a* — *de on* the way to  
 a camisa [kəmisə] shirt  
 o campo [kẽmpu] country (*as op-* posed to *city*); *os* —s fields  
 cansado, -a [kəsadu, -ə] tired  
 o cão, *pl.* cães [kẽũ, kẽis] dog  
 a capital [kəpital] capital (*city*)  
 a cara [karə] face  
 o cardápio [kərdapju] bill of fare, menu  
 Carlos [karlus] Charles  
 a carne [karni] meat; — *de vaca* beef  
 caro, -a [karu, -ə] dear; expensive  
 a carreira [kəreirə] route, trip; *car-* reer  
 a carta [kartə] letter  
 o carvão (*de pedra*) [kərvẽũ] coal  
 a casa [kazə] house; *em* —, at home; *em* — *de at* the home of; *para* —, (*to*) home  
 o caso [kazu] case; *dado o* — *que* granted that  
 catorze [ketorzi] fourteen  
 a causa [kaizə] cause; *a* — *de be-* cause of  
 o cavalo [kəvalu] horse  
 cear [sɪar] to have supper  
 cedo [sedu] early, soon  
 cego, -a [segu, -ə] blind  
 cem [sẽ] hundred  
 o centavo [sẽntavu] cent  
 centésimo [sẽntezimu] hundredth  
 cento [sẽntu] hundred (*in combina-* tion)  
 o centro [sẽntru] center  
 cerca [serkə] near; — *de about*  
 certo, -a [sertu, -ə] certain, sure; *estar* — *de to be* sure of  
 a cesta [sestə] basket  
 o chá [ʃa] tea  
 chamar [ʃamar] to call; get; — *se* be called, be named  
 o chapéu [ʃepẽũ] hat  
 o charuto [ʃurutu] cigar

- o **chauffeur** (as in *English*) chauffeur  
 a **chave** [ʃavi] key  
 a **chávena** [ʃavĩnɐ] cup  
 a **chegada** [ʃigadɐ] arrival  
   **chegar** [ʃigar] to arrive  
 cheio, -a [ʃeju, -ɐ] full  
 o **cheque** [ʃekɨ] check  
   **chover** [ʃuver] to rain  
 a **chuva** [ʃuva] rain  
   **chuvoso**, -a [ʃuvozu, -ozɐ, etc.] rainy  
 a **cidade** [sidadɨ] city  
 a **cima** [simɐ] top; **andar de** —, upper floor  
   **cinco** [sĩŋku] five  
 o **cinema** [sinemɐ] "movies"  
   **cinquenta** [sĩŋkũntɐ] fifty  
 a **classe** [klasɨ] class  
 o **cobertor** [kubirtɔr] blanket  
   **cobrir** [kubrir] to cover  
 a **coisa** [koizɐ] thing  
 a **colher** [kuʃɐr] spoon  
 a **colherada** [kuʃradɐ] tablespoonful  
 a **colherinha** [kuʃriɲɐ] teaspoon  
   **Colombo** [kulõmbu] (Cristóvão) Columbus (Christopher)  
   **com** [kõ] with  
 o **combóio** [kõmbõju] train  
   **começar** [kumɨsɐr] to begin  
   **comer** [kumer] to eat  
   **comercial** [kumɐrsjal] commercial  
 a **comida** [kumidɐ] food, meal  
   **como** [kõmu] as, how, like; — **está** (vai, passa)? how are you?  
 a **cômoda** [kõmudɐ] chiffonier  
 a **companhia** [kõmpɐɲiɐ] company  
   **comprar** [kõmprɐr] to buy  
 as **compras** [kõmpres]: ir fazer —, to go shopping  
   **compreender** [kõmprẽnder] to understand  
   **comprido**, -a [kõmpridu, -ɐ] long  
   **conceder** [kõstɛder] to grant  
 a **concorrência** [kõŋkurrẽsɐ] competition  
 a **condição**, pl. **condições** [kõndisẽu, -õis] condition  
 a **confiança** [kõfiãsɐ] confidence  
   **conforme** [kõformɨ] according  
   **confortável** [kõfũrtɐvɐl] comfortable  
   **conhecer** [kũɲsɐr] to know, be acquainted with  
 os **conhecimentos** [kũɲsimẽntus] knowledge  
   **connosco** [kõnosku] with us  
 o **conselho** [kõsɛʎu] advice  
 a **consequência** [kõsĩkũẽsɐ] consequence  
   **consigo** [kõsigu] with him, her, it, you, yourselves, themselves  
 a **constipação** [kõstipɛsẽu] cold (*disease*); **pilhar uma** —, to catch cold  
   **constipado**, -a [kõstipadu, -ɐ]: **estar** —, to have a cold  
   **construir** [kõstrũir] to build  
   **consultar** [kõsultar] to consult  
 a **conta** [kõntɐ] account, bill  
   **quanto** [kõntẽtu] so long as; — **que** provided that  
   **contente** [kõntẽntɨ] glad, happy;  
   **ficar** —, to be glad or happy  
   **contigo** [kõntigu] with thee  
   **continuar** [kõntinũar] to continue  
 o **conto** [kõntu] 1000 *escudos* (*Portugal*) or 1000 *cruzeiros* (*Brazilian*)  
   **contrário**, -a [kõntrɐriu, -ɐ] contrary, opposite  
   **conveniente** [kõvĩniẽntɨ] convenient, proper  
 a **conversação**, pl. **conversações** [kõvɨrsɛsẽu, -õis] conversation  
   **convidar** [kõvidar] to invite  
   **convir** [kõvir] to be convenient, be suitable  
 o **convite** [kõviti] invitation  
   **convosco** [kõvosku] with you  
 o **copo** [kõpu] glass  
 o **Corcovado** [kurkuvadu] Hunchback Mountain (*near Rio de Janeiro*)  
   **correctamente** [kurretemẽntɨ] correctly  
 o **correio** [kurreju] mail, post office  
   **correr** [kurrɐr] to run  
   **corrigir** [kurriɣir] to correct  
   **cortês** [kurtes] courteous, polite  
 a **costa** [kõstɐ] coast  
 o **costume** [kustumi] custom, habit  
 a **cozinha** [kuziɲɐ] kitchen  
   **cozinhar** [kuziɲar] to cook

- o cozinheiro, a cozinheira [kuzineiru, -ɐ] cook  
 o crédito [kreditu] credit  
 crer [krer] to believe, think; — que sim (não) believe, think so (not)  
 crescer [kriser] to grow  
 o criado, a criada [kriadu, -ɐ] servant, waiter; maid, waitress  
 o criador [kriador] cattle raiser  
 a criança [kriãse] child  
 o Cristo Redentor Christ the Redeemer  
 Cristóvão [kristovãu] (Colombo) Christopher (Columbus)  
 o cruzeiro [kruzeiru] *monetary unit in Brazil*  
 o cuidado [kuidadu] care  
 cujo, -a [kuzu, -ɐ] of which, whose  
 cultivar [kultivar] to cultivate, grow  
 o curso [kursu] course  
 curto, -a [kurtu, -ɐ] short  
 custar [kustar] to cost

## D

D. = Dom or dona

da(s) [dɐ(s)] of the

dado que [dadu ki] granted that

daquele, -a [dɐkɐlɪ, dɐkɐlɐ] of that;

pl. -es, -as of those

daquilo [dɐkilu] of that

dar [dar] to give; strike (of a clock);

—se be produced, grow; — com

meet, run into; — a lição recite

the lesson; — para face; — um

passeio take a walk or ride; —

uma volta take a turn

de [di] of, from, by; than

o débito [debitu] debt; debit

décimo, -a [desimu, -ɐ] tenth

declarar [diklarar] to declare; —se

be declared, break out

o dedo [dedu] finger

deitar-se [deitar-si] to lie down, go

to bed

deixar [deiʃar] to let; — de (+ in-

fin.) stop, cease (+ pres. part.);

fail to (+ infin.)

dêle, dela [dɐlɪ, dɐlɐ] his, hers, its,

yours, of him, of her, of it, of you;

pl. theirs, yours, of them, of you

delícia [dɪlɪʃɐ] delicacy; delight

o dente [dɛntɪ] tooth

dentro (de) [dɛntɾu] within

depois [dipɔis] after, afterward,

then; — de after; — que after;

— de amanhã the day after to-

morrow

depressa [dɪprɛsɐ] fast, quickly

descansar(-se) [dɪskɐsar] to rest

descer [dɪsɛr] to go down, descend

o descobridor [dɪskubridor] discoverer

descobrir [dɪskubrir] to discover

desculpar [dɪskulpar] to pardon, ex-

cuse

desejar [dɪʒɪʃar] to desire, wish,

want

desembarcar-se [dɪzɛmbɐrkar-sɪ] to

disembark

despedir-se (de) [dɪspɛdir-sɪ] to take

leave (of), say good-by (to)

dêsse, dessa [dɛsɪ, dɛsɐ] of that;

pl. of those

dêste, desta [dɛstɪ, dɛstɐ] of this;

pl. of these

devagar [dɪvɛgar] slowly

dever [dɪvɛr] to owe; must, ought,

should, be expected

dez [dez] ten

dezembro [dɪzɛmbɾu] December

dezanove [dɪzɪnovɪ] nineteen (var.

spelling, dezanove)

dezesseis [dɪzɪsɛis] sixteen (var.

spelling, dezasseis)

dezesete [dɪzɪsɛtɪ] seventeen (var.

spelling, dezassete)

dezoito [dɪzoɪtu] eighteen

o dia [diɐ] day; bons -s (or bom

dia) good day, good morning; —

feriado holiday

difícil [dɪfɪsɪl] difficult, hard

a dificuldade [dɪfɪkuldɐdɪ] difficulty

o dinheiro [dɪneiru] money

a direção [dɪrɛʃɐu] address, direction

direito, -a [dɪrɛitu, -ɐ] straight,

right; adv. straight ahead

dispôsto, disposta [dɪspostu, dɪs-

postɐ, etc.] disposed, inclined

disso [disu] of that; além —, be-

sides, moreover

a distância [dɪstɐnsɐ] distance





- be all right; — certo de be sure of;  
— de volta be back  
êste, esta [estɨ, estɐ] this (one);  
pl. êstes, estas [estis, estas] these  
(ones)  
estender-se [ɪstɛndɛr-sɨ] to extend,  
stretch out  
a estima [ɪstɪmɐ] esteem, affection  
estimado, -a [ɪstimadu, -ɐ] kind  
estimar [ɪstimar] to esteem, value;  
be glad  
o estio [ɪstiũ] summer  
a estrada [ɪstradɐ] road; — de ferro  
railway; — de rodagem highway,  
motor road  
estrangeiro, -a [ɪstrɛʒɛiru, -ɐ] for-  
eign; foreigner  
estreito, -a [ɪstrɛitu, -ɐ] narrow  
estudar [ɪstudar] to study  
eu [eu] I  
Europeu [ɪurupɛũ] European  
Exa. = Excelência [ɪksɛlɛnsɐ] Excel-  
lency  
excelente [ɪksɛlɛntɨ] excellent  
exclamar [ɪksɛlɛmar] to exclaim  
o exercício [ɪzɪrsɪsu] exercise  
Exmo. Sr., Exma. Sra. *forms used in  
polite correspondence*  
a expectativa [ɪksɛtɛtivɐ] expectation  
a experiência [ɪksɛrɪɛnsɐ] experiment;  
experience; a título de —, by way  
of experiment  
explicar [ɪksɛplɪkar] to explain

## F

- a fábrica [fabɪkɐ] factory  
o fabricante [fabɪkɛntɨ] manufacturer  
fabricar [fabɪkar] to manufacture,  
make  
a faca [fakɐ] knife  
fácil, pl. fáceis [fasɨl, faseis] easy  
a factura [fakturɐ] bill, invoice  
falar [falɐr] to speak  
a falta [faltɐ] lack; mistake  
a família [famɪljɐ] family  
famoso, famosa, etc. [fɐmozɐ, -oʒɐ]  
famous  
o favor [fɐvor] favor; faça —, please  
favorável [fɐvuravɛl] favorable

- favorito, -a [fɐvuritu, -ɐ] favorite  
a fazenda [fɛzɛndɐ] large farm, plan-  
tation; cloth, material  
o fazendeiro [fɛzɛndɛiru] planter  
fazer [fɛzɛr] to do, make; — bom  
(etc.) tempo be good (etc.) weather;  
— calor (etc.) be hot (etc.)  
fechar [fɛʃɐr] to close, shut  
o feito [fɛitu] shape, form  
feliz [fɛliz] happy  
o feriado [fɛriadu] holiday; dia —,  
holiday  
as férias [fɛrɪas] vacation  
Fernando [fɛrnɔndu] Ferdinand  
o ferro [fɛru] iron; estrada de —,  
railway  
fevereiro [fɛvɛrɛiru] February  
ficar [fikar] to stay, remain; be  
(describing condition or state); —  
contente be glad or happy  
o fidalgo [fidalgɐ] nobleman  
o filho, a filha [fiʎu, fiʎɐ] son, daugh-  
ter; pl. — os children  
financeiro, -a [finɛsɛiru, -ɐ] financial  
a folha [foʎɐ] leaf  
a fome [fɔmɨ] hunger; ter —, to be  
hungry  
formoso, -a, etc. [furmozɐ, furmoʒɐ,  
etc.] handsome, beautiful  
forte [fortɨ] strong  
francês, francesa [frɛses, frɛseʒɐ]  
French  
frequentemente [frɛkɛntɛmɛntɨ]  
frequently  
o frio [friɐ] cold; ter —, to be cold  
(of a person); fazer —, be cold (of  
the weather); ser (estar) —, be  
cold (of a thing)  
a fronteira [frɔntɛirɐ] frontier  
fumar [fumar] to smoke  
a fundação [fɛndɛsɔũ] founding  
fundar [fɛndar] to found

## G

- ganhar [gɛnar] to gain, earn, acquire  
o garção [gɛrsɔũ] waiter  
o garfo [garfu] fork  
a garganta [gɛrgɛntɐ] throat; dor de  
—, sore throat

- a geografia [ʒiʒɔɣɾɐfɪɐ] geography  
 geral [ɡɐɾɐl] general  
 o giz [ʒiz] chalk  
 gostar [ɡustɐɾ] to like  
 o gosto [ɡostu] taste; pleasure; *ter* —  
*em* to take pleasure in, be glad to  
 gostoso, —a, *etc.* [ɡustozu, gustozɐ,  
*etc.*] appetizing, pleasing  
 gozar [ɡuzɐɾ] to enjoy  
 a gramática [ɡɾɐmatikɐ] grammar  
 grande [ɡɾɐndi] large, big; great  
 a gravata [ɡɾɐvatɐ] cravat, necktie  
 o guarda [ɡuɐɾdɐ] conductor (*on*  
*train*)  
 o guardanapo [ɡuɐɾdɐnapu] napkin  
 a guerra [ɡɛrɾɐ] war

## H

- há [a] there is, there are; *que* —?  
 what's the matter? *que* — *de*  
*notável*? what is there unusual?  
 o habitante [ɐbitɐnti] inhabitant  
 haver [ɐvɐɾ] to have, be (*imper-*  
*sonal*); — *que* be necessary  
 Henrique [ɛrɾikɪ] Henry  
 a história [istɔɾiɐ] history  
 hoje [ɔʒi] today  
 o homem [ɔmɐi] man  
 honrar [ɔɾɾɐɾ] to honor  
 a hora [ɔɾɐ] hour; o'clock; *a que* —  
*s* when, at what time; *que* — *s*  
*são*? what time is it? *as* — *s* time  
*(of day)*  
 o horário [urariu] timetable  
 o hotel, *pl.* hotéis [ɔtel, ɔtɛis] hotel

## I

- a ida [idɐ] walk; bilhete *de* —, one-  
 way ticket; bilhete *de* — *e* volta  
 round-trip ticket  
 a idade [idadi] age  
 igual [igɐl] equal  
 igualmente [igɐlmɛnti] equally  
 a imagem [imɐʒɛi] statue  
 imatricular-se [imɛtrikular-sɛ] to  
 matriculate, register  
 a importância [impɔɾtɛsɪɐ] importance  
 importante [impɔɾtɛnti] important

- importar [impɔɾtɐɾ] to be important,  
 matter; import  
 incluso, —a [ĩnkluzu, -ɐ] included,  
 enclosed  
 incomodar [ĩnkumudar] to trouble  
 indicado, —a [ĩndikadu, -ɐ] indi-  
 cated, mentioned  
 o índio [ĩndiu] Indian  
 informar [ifɔɾmar] to inform  
 inglês, inglesa, *etc.* [ĩngles, ĩnglezɐ,  
*etc.*] English  
 inteligente [ĩntɛligɛnti] intelligent  
 interessante [ĩntɛrɛsɛnti] interesting  
 introduzir [ĩtruduzir] to introduce,  
 bring in  
 o inverno [ivɛɾnu] winter  
 ir [ir] to go; *ir* (+ *inf.*) go and  
 (+ *inf.*); — *a pé* go on foot;  
 — *ter* get to, end up; — *se em-*  
*bora* go away  
 o irmão, a irmã [irmɐũ, -ɐ] brother,  
 sister  
 Isabel [izɐbɛl] Elizabeth, Betty

## J

- já [ʒa] already, at once, now, in due  
 time; — *não* no longer  
 janeiro [ʒɛnɛiru] January  
 a janela [ʒɛnɛlɐ] window  
 o jantar [ʒɛntɐɾ] dinner  
 jantar [ʒɛntɐɾ] to dine; sala *de* —,  
 dining room  
 o jardim [ʒɛɾdi] garden  
 o jesuita [ʒɛzɛitɐ] Jesuit  
 João [ʒuũ] John  
 Joãozinho [ʒuũzɛzɪpu] Johnny  
 o jornal [ʒurnɐl] newspaper  
 julho [ʒulu] July  
 junho [ʒunu] June  
 juntamente [ʒũntɐmɛnti] along  
 with, together  
 junto (de) [ʒũntu] beside, next to

## L

- lá [la] there, thither  
 a lã [lɛ] wool  
 o lado [ladu] side  
 o lago [lagu] lake  
 a lágrima [lagɾimɐ] tear

o lápis [lapís] pencil  
 a laranja [larãʒe] orange  
   largo, -a [largu, -ɐ] wide, broad  
   lavar [levar] to wash, clean  
 o lavrador [levrɔdɔr] farmer  
 o leite [leitĩ] milk  
 a leitura [leiturɐ] reading; livro de  
   —, reading book, reader  
 a lembrança [lẽmbrẽsɐ] memory; re-  
   gards  
   lembrar [lẽmbrar] to remember;  
   —se (de) remember  
 o lenço [lẽsu] handkerchief  
 o lençol, pl. lençóis [lẽsol, lẽsois] sheet  
   ler [lɛr] to read  
 o leste (or este) [lestĩ] East  
   levantar [livẽtar] to lift; —se  
   arise, get up  
   levar [livar] to lift, carry; take (of  
   time); wear  
   lhe, pl. lhes [ʎĩ, ʎis] him, to him,  
   her, to her, it, to it, you, to you;  
   pl. them, to them, you, to you  
   lho, lha, etc. combination of the def.  
   article with lhe  
 a liberdade [libɛɾdadɐ] liberty  
 a lição, pl. lições [lisẽtũ, -õis] lesson  
   limitar [limitar] to limit; —se be  
   limited, be bounded; —se com  
   be bounded by  
   limpar [limpar] to clean, wipe, dry  
   limpo, -a [limpu, -ɐ] clean  
   lindo, -a [lĩdu, -ɐ] pretty, nice  
 a língua [lĩgũɐ] tongue; language  
 a linha [lĩnɐ] line  
   Lisboa [lisboɐ] Lisbon  
 a lista [listɐ] list; bill of fare  
 a literatura [litɛɾatũɐ] literature  
 a livraria [livrɛɾiɐ] bookstore  
 o livro [livru] book  
   logo [logu] at once, directly, soon,  
   then; — que as soon as; até —,  
   good-by, "so long"  
 a loja [loʒɐ] shop, store  
   longe [lõʒ] far, distant  
 a lua [luɐ] moon; faz —, the moon is  
   shining  
 o lugar [lugar] place, seat  
   Luiz [lũiz] Louis  
 a luz [luz] light

## M

mãe [mɛi] mother  
 a mãe [mɛi] mother  
 maio [maũ] May  
 maior [mɛɔr] larger, greater; a —  
   parte most  
 mais [mɛis] more; — de more than  
 mal [mal] badly, poorly; scarcely,  
   hardly  
 a mamã [mamɛ] mama, mother  
 mandar [mẽdar] to command, order;  
   send  
 a maneira [mɛnɛiɐ] way, manner;  
   de — que so that, so as  
 a manga [mẽgɐ] sleeve  
 a manhã [mɛɲɐ] morning; de (or  
   pela) —, in the morning  
 a manteiga [mẽtɛigɐ] butter  
 a mão, pl. mãos [mɛũ, -s] hand  
 o mar [mar] sea, ocean  
 a marca [markɐ] brand  
   marcar [markar] to point out, call  
   attention to  
 março [marsu] March  
 Maria [mɛɾiɐ] Mary  
 mas [mɛs] but  
 o mate [matĩ] kind of herb tea, popular  
   in Brazil, same as erva-mate  
 o mato [matu] brush, undergrowth  
 mau, má [maũ, ma] bad  
 me [mɛ] me, to me  
 o médico [mediku] physician  
 a medida [mĩdidɐ] measure  
   meio, -a [mɛiu, -ɐ] half; meio-dia  
   noon; meia-noite midnight  
   melhor [mɛɔr] better  
   melhorar [mɛɔɾar] to better, im-  
   prove  
 o menino, a menina [mĩninu, -ɐ]  
   child, boy, girl  
 menor [mĩnɔr] smaller  
 menos [mɛnus] less, least, fewer,  
   fewest; minus; a — que unless  
 o menú [mĩnu] bill of fare, menu  
 o mercado [mɛɾkadu] market  
 o mês, pl. meses [mɛs, mɛzĩs] month  
 a mesa [mɛzɐ] table, desk table  
 mesmo, -a [mɛzmu, -ɐ] same; self;  
   even

- a metade [mítadi] half  
 meu, minha [mei, minɐ] my, mine  
 mil [mil] thousand; — réis milreis  
*(former monetary unit in Portugal and Brazil)*  
 milésimo, -a [milezimu, -ɐ] thousandth  
 milhão, pl. -ões [mi'zũ, -õis] million  
 mim [mi] me  
 minha *see* meu  
 o minuto [minutu] minute  
 o moço, a moça [mosu, -ɐ] boy, girl; young man, young lady  
 modo [modu]: de — que so that, so as  
 a moeda [müeda] money, coin  
 o momento [mumêntu] moment; neste —, at that moment, right then  
 monetário, -a [munitaríu, -ɐ] monetary  
 a montanha [mõntɐɐ] mountain  
 morar [murar] to live, dwell  
 morrer [murer] to die  
 morto, -a [mortu, morte, etc.] dead  
 mostrar [mustrar] to show  
 o motorista [muturistɐ] driver, motorman  
 o móvel, pl. móveis [movel, móveis] piece of furniture; pl. furniture  
 o movimento [muvimêntu]: pôr-se em —, *see* pôr  
 muito, -a [mũtu, -ɐ] much; pl. many; —as vezes often; *adv.* quite, much, very, very much, a great deal; — ... para too ... to  
 a mulher [mulɐr] woman, wife  
 multiplicar [multiplikar] to multiply  
 o mundo [mũndu] world; people; todo o —, everybody  
 a música [muzikɐ] music  
 mútuo, -a [mutũu, -ɐ] mutual

## N

- na *see* no  
 nacional [nasjunal] national  
 nada [nadɐ] nothing  
 não [nãũ] no, not; já —, no more, no longer; — mais que only; a — ser que unless

- naquele, -a, pl. -es, -as [nɐkeli, nɐkeliɐ, nɐkells, nɐkelɐs] in that; pl. in those  
 naquilo [nakilu] in that  
 nascer [nɐser] to be born; o sol (a lua) nasce the sun (moon) rises  
 o navio [nɐviu] ship  
 necessário, -a [nisɐsariu, -ɐ] necessary  
 o negócio [nigosíu] business  
 nem [nêi] nor; — ... —, neither ... nor  
 nenhum, nenhuma [nĩnu, nĩnumɐ] no, none  
 nesse, -a, pl. -es, -as [nesi, nesɐ, nesís, nesɐs] in that; pl. in those  
 neste, -a, pl. -es, -as [nesti, nestɐ, nestís, nestɐs] in this; pl. in these  
 a neve [nevi] snow  
 ninguém [nĩngẽi] no one, nobody  
 nisso [nisu] in that  
 nisto [nistu] in this  
 no, na, pl. nos, nas [nu, nɐ, nus, nɐs] in the, on the; *pron.* him, her, it; pl. them  
 a noite [noiti] night, late evening; de (or pela) —, in the night  
 o nome [nomi] name  
 nono, -a [nonu, -ɐ] ninth  
 o norte [nortɐ] north  
 nos [nus] us, to us (*obj. of verb*)  
 nós [nos] we; us (*obj. of preposition*)  
 nosso, -a [nosu, -ɐ] our, ours  
 notar [nutar] to note, observe  
 notável [nutavel] unusual, notable  
 nove [navi] nine  
 novecentos, -as [novisêntus, -ɐs] nine hundred  
 novembro [nuvẽmbɾu] November  
 noventa [nuvẽntɐ] ninety  
 novo, nova [novu, novɐ, etc.] new  
 num, numa [nũ, numɐ] in a, on a  
 o número [numbru] number  
 nunca [nũnkɐ] never

## O

- o, a, pl. os, as [u, ɐ, us, ɐs] the; *pron.* him, her, it, you, that, the one; pl. they, them, you, those .

- a obra [obra] work (*of art, music, etc.*)  
 obrigado, -a [ubrigadu, -ɐ] obliged; thanks; muito —, much obliged, many thanks  
 obter [obter] to obtain  
 a ocasião, *pl.* -ões [ukaziõũ, -õis] occasion, opportunity  
 odiar [udiar] to hate  
 o oeste [ũ estĩ] West  
 oferecer [ufriser] to offer  
 o ouro [ou] gold  
 oitavo, -a [oitavu, -ɐ] eighth  
 oitenta [oitẽtẽ] eighty  
 oito [oitũ] eight  
 oitocentos, -as [oitusẽntus, -ɐs] eight hundred  
 olhar [uʎar]: — para to look at  
 o olho [olu, *pl.* olus] eye  
 onde [õndĩ] where; para —? where to?  
 o ônibus [onibus] autocar, “bus”  
 ontem [õntẽĩ] yesterday  
 onze [õzi] eleven  
 ora [orẽ] now  
 o ordenado [ordinadu] salary, pay  
 originário, -a [urizinarũ, -ɐ] native, indigenous  
 a ortografia [urtugrafĩ] orthography, - spelling  
 ou [o] or  
 o outono [otonu] autumn, fall  
 outro, -a [otru, -ɐ] other, another; outra vez again  
 outubro [otubru] October  
 ouvir [ovir] to hear; — dizer hear, hear (it) said  
 oxalá (que) [oxelã] oh that! I wish! if only! would that!

## P

- o pagamento [pegamẽtu] payment  
 pagar [pegar] to pay  
 o pai [pai] father; os —s parents  
 o país, *pl.* países [peis, pɛzĩs] country, nation  
 a palavra [palavɾe] word  
 o paletó [pelĩto] coat  
 pálido, -a [palidu, -ɐ] pale

- a panela [pãnelɐ] pot  
 o pão, *pl.* pães [pẽũ, pẽis] bread  
 o Pão de Açúcar (Assúcar) Sugar Loaf Mountain (*high rock rising out of Rio harbor*)  
 o papel [pãpel] paper  
 o par [par]: ao —, at par  
 para [parɐ] for, in order to, to; — casa (to) home; — onde? where to?  
 parar [parar] to stop  
 parecer [periser] to appear, seem; que lhe parece? what do you think? what is your idea?  
 a parede [peredĩ] wall  
 a parte [partĩ] part; a maior —, most  
 a partida [partidɐ] departure  
 partir [partir] to leave, go  
 passado, -a [pasadu, -ɐ] past, last  
 o passageiro [pẽsɐʒẽru] passenger  
 a passagem [pẽsaʒẽĩ] passage, fare  
 passar [pasar] to pass, spend; go  
 passear [pẽsar] to walk, stroll; drive  
 o passeio [pẽseũ] walk; dar um —, to take a walk (ride)  
 o passo [pasu]; ao — que while, whereas  
 o pastor [pastor] shepherd, herdsman  
 Paulo [paũlu] Paul  
 o pé [pe] foot; a —, on foot  
 o pedido [pĩdidu] request  
 pedir [pĩdir] to ask (for), order, require  
 a pedra [pedrɐ] stone; blackboard  
 o peixe [peĩʃ] fish  
 pelo, pela [pelu, -ɐ] by the, through the  
 a pena [penɐ] pen  
 a pena [penɐ] trouble, pain; pity; valer a —, to be worth while, be worth the trouble; é —, it's a pity  
 pensar [pẽsar] to think, think of, intend; — em think about, of  
 pequeno, -a [pĩkenũ, -ɐ] little, small; — almoço breakfast  
 percorrer [pĩkurrer] to go through, traverse  
 perder [pĩrder] to lose

- a pergunta [pɛrgũnta] question  
 perguntar [pɛrgũntar] to ask  
 permitir [pɛrmitir] to allow, let, permit  
 Pernambuco [pɛrnãmbuku] Pernambuco  
 perto (de) [pɛrtu] near  
 pesar [pɛzar] to weigh  
 pescar [pɛskar] to fish  
 a pessoa [pɛsoa] person  
 o piano [pɛnu] piano  
 pilhar [piʃar] to catch, get; — uma constipação catch cold  
 pior [piɔr] worse, worst  
 pitoresco, —a [pituresku, -ɐ] picturesque  
 a planta [plẽntɐ] plant  
 plantar [plẽntar] to plant  
 pobre [pɔbrɪ] poor  
 poder [puɔdɐr] to be able, can, may  
 o poema [pœmɐ] poem  
 pois [pɔis] as, because; well, then; for; — não certainly; — sim yes indeed  
 por [pur] by, through, for, in exchange for, on account of  
 pôr [pɔr] to put; —se em movimento start off; o sol (a lua) põe-se the sun (moon) sets  
 porém [purẽ] but, however  
 porque [purki] because  
 porque; porquê [purki, purke] why; why?  
 a porta [pɔrtɐ] door  
 o porto [pɔrtu] port  
 Porto [pɔrtu] Oporto  
 português, portuguesa [pɔrtugɐs, pɔrtugezɐ] Portuguese  
 pouco, —a [pɔku, -ɐ] little, few; short; *adv.* little, not very; — a —, little by little, gradually  
 poupar [popar] to save; spare  
 o povo, *pl.* povos [povu, povus] people  
 a povoação [puvũesũ] town  
 povoado, —a [puvũadu, -ɐ] peopled, populated  
 a praça [prɐsɐ] public square  
 a praia [prɐiɐ] beach  
 a prata [prɐtɐ] silver  
 o prato [pratɐ] plate, course  
 o prazer [prɛzɐr] pleasure; com muito —, with pleasure, gladly; ter — em to take pleasure in, be glad to  
 precisar (de) [prɛsizar] to need  
 preciso, —a [prɛsizu, -ɐ] needed; ser —, to be necessary  
 o preço [prɛsu] price  
 preferir [prɛfirir] to prefer  
 preguiçoso, —a [prigisozu, -ozɐ, etc.] lazy  
 preparar [priparar] to prepare  
 o presidente [prɛzidẽti] president  
 preto, —a [prɛtu, -ɐ] black  
 prezado, —a [prɛzadu, -ɐ] valued, esteemed; kind (*letter*)  
 a primavera [primẽvɛrɐ] spring  
 primeiramente [primeĩrẽmẽti] at first, first (*adv.*)  
 primeiro, —a [primeĩru, -ɐ] first; — almôço breakfast  
 o primo, a prima [primu, -ɐ] cousin  
 principiar [prɛsiɲiɐr] to begin, commence, start  
 o problema [prɛblẽmɐ] problem  
 procurar [prukurar] to seek, look for  
 o produto *or* producto [prudutu] product  
 produzir [pruduzir] to produce  
 o professor, a professora [prɔfɪsor, -ɐ] teacher, professor  
 proibir [prɔibir] to forbid  
 pronto, —a [prõntu, -ɐ] ready  
 propor [prupɔr] to propose, suggest  
 a proteção [prɔtɛisũ] protection  
 próximo, —a [prɔsimu, -ɐ] near, next, approaching; — passado last month  
 publicar [publikar] to publish
- Q
- o quadro [kũadru] picture; — preto blackboard  
 qual, *pl.* quais [kũal, kũais] who, whom, what, which  
 a qualidade [kũelidãdɐ] quality  
 qualquer, *pl.* quaisquer [kũalkɐr, kũaiskɐr] any, anyone; whatever  
 quando [kũãdu] when





sêco, -a, *pl.* secos, secas [seku, etc.] dry  
 a secretária [sɛkrɛtariɐ] writing desk  
 a sede [sɛdɪ] thirst; *ter* —, to be thirsty  
 a seguida [sɛgɪdɐ] following; *em* —, then, next  
 seguinte [sɛgɪntɪ] following  
 seguir [sɛgɪr] to follow; take (*a course of study*)  
 a segunda-feira [sɛgũdɐfeɪrɐ] Monday  
 segundo, -a [sɛgũdu, -ɐ] second  
 segundo [sɛgũdu] according (to)  
 seis [sɛɪs] six  
 seiscientos, -as [sɛɪsɛntus, -ɐs] six hundred  
 sem [sɛɪ] without  
 a semana [sɛmɐnɐ] week  
 sempre [sɛmpɾɪ] always; — *que* provided that  
 o senhor, a senhora [sɛɲor, -ɐ] sir, gentleman; lady; wife; Mr., Mrs.; you  
 a senhorinha [sɛɲurɪɲɐ] young lady, Miss; you  
 a senhorita [sɛɲurɪtɐ] = senhorinha  
 sentar(-se) [sɛntar] to sit down  
 o sentido [sɛntɪdu] sense, meaning; direction; *em* — *contrário* in the opposite direction  
 sentir(-se) [sɛntɪr] to feel; be sorry, regret  
 ser [sɛr] to be; — *aplicado* be diligent, be hardworking; — *bom* be good; a *não* —, unless; *seja o que for* whatever may be  
 o sertão [sɛrtɐũ] *the sertão of Brazil* (*semiarid region of brush*)  
 servir [sɛrvɪr] to serve; —*se* help oneself  
 sessenta [sɛsɛntɐ] sixty  
 sete [sɛtɪ] seven  
 setecentos, -as [sɛtɛsɛntus, -ɐs] seven hundred  
 setembro [sɛtɛmbɾu] September  
 setenta [sɛtɛntɐ] seventy  
 sétimo, -a [sɛtimu, -ɐ] seventh  
 seu, sua [sɛũ, suɐ] his, her, hers, its, their, theirs, your, yours

a sexta-feira [sɛʃtɛfeɪrɐ] Friday  
 sexto, -a [sɛʃtu, -ɐ] sixth  
 si [sɪ] himself, herself, itself, yourself, themselves, yourselves  
 sim [sɪ] yes  
 snr. = senhor  
 snra. = senhora  
 só [so] alone; *adv.* only, just  
 sob [sob] under  
 sobre [sobɾɪ] on, over, upon  
 a sobremesa [sobɾɛmezɐ] dessert  
 o sobrescrito [u sobɾɛskɾitu] envelope  
 o sobrinho, a sobrinha [sobɾɪɲu, -ɐ] nephew, niece  
 o sofá [sofɐ] sofa  
 o sol, *pl.* sóis [sol, soɪs] sun; *faz* —, the sun is shining  
 sómente [somɛntɐ] only, alone  
 o sono [sonu] sleep; *ter* —, to be sleepy  
 a sopa [sope] soup  
 sua, suas *see* seu  
 subir [subɪr] to go up; bring up, lift  
 sublinhar [sublɪɲar] to underline  
 subscrever-se [subskɾɪvɛr-sɪ] to subscribe oneself, be (*in correspondence*)  
 o sul [sul] south  
 suntuoso, -a [sũntuozu, -ɔzɐ] sumptuous, fine

## T

o tabaco [tɐbaku] tobacco  
 tal, *pl.* tais [tal, taɪs] such (a)  
 talvez [talvez] perhaps  
 também [tɛmbɛɪ] also, too  
 tanto, -a [tɛntu, -ɐ] as (so) much; *pl.* as (so) many, so  
 tão [tɛũ] so  
 a tarde [tardɪ] afternoon, early evening; *de (pela)* —, in the afternoon  
 tarde [tardɪ] late  
 o taxi [taksɪ] taxi  
 te [tɪ] thee, to thee  
 temer [tɛmɛr] to fear  
 o tempo [tɛmpu] time; weather;  
 fazer bom —, to be good weather;  
 fazer mau —, be bad weather  
 ter [tɛr] to have; — . . . anos be . . . years old; — a bondade de be

good enough to; — *fome, etc.* be hungry, *etc.*; — *razão* be right; — *dar* get to, end up; — *saudades* see *saudade*

- a terça-feira [tersɛfɛira] Tuesday  
 terceiro, -a [tɛrsɛiru, -ɐ] third  
 terminar [tɛrminar] to end  
 o terno [tɛrnu] suit (*of clothes*)  
 a terra [tɛrɐ] earth, land  
 térreo [tɛriu]: andar —, ground floor  
 teu, tua [tɛu, tuɐ] thy, thine  
 ti [ti] thee  
 a tinta [tintɐ] ink  
 o tio, a tia [tiu, -ɐ] uncle, aunt  
 tirar [tirar] to take off; withdraw  
 o título [titulu]: a — de as, by way of  
 a toalha [tuaʎɐ] towel; — de mesa tablecloth  
 tocar [tukaɾ] to touch, play (*piano, etc.*)  
 todavia [todavɛ] yet, however  
 todo, toda [todu, todɐ] all, every  
 tomar [tumaɾ] to take  
 tornar [turnaɾ] to become, make; — a + *inf.* to ... again; — *se* become, be made  
 o toucador [tokɔdɔɾ] dressing table  
 o trabalhador [trɛbɔʎɔdɔɾ] laborer  
 trabalhar [trɛbɔʎaɾ] to work  
 o transporte [trɛspɔɾti] transportation  
 tratar [trɛtaɾ] to treat; try  
 trazer [trɛzaɾ] to bring  
 o trem [trɛi] train  
 três [trɛs] three  
 treze [trɛzi] thirteen  
 trezentos, -as [trɛzɛntus, -ɐs] three hundred  
 trigésimo, -a [trɛzɛzimu, -ɐ] thirtieth  
 trinta [trɛntɐ] thirty  
 triste [tristɪ] sad  
 tu [tu] thou  
 tudo [tudu] all, everything

## U

último, -a [ultimu, -ɐ] last  
 um, uma [ũ, umɐ] one; uma vez once

undécimo, -a [ũndɛsimu, -ɐ] eleventh

- a unidade [unidade] unity; unit  
 uns, umas [ũs, umɐs] some; about  
 uruguaiano, -a [urugũʎanu, -ɐ] Uruguayan  
 usar (de) [uzaɾ] to use, make use of  
 o uso [uzu] use  
 útil [util] useful  
 utilizar [utilizaɾ] to use, make use of, take advantage of

## V

- V. Sa(s), Vossa(s) Senhoria(s) you (*form used in correspondence*)  
 a vaca [vaka] cow; carne de —, beef  
 o vagão [vegũu] railroad car; — leito sleeping car; — restaurante dining car  
 valer [valɛɾ] to be worth; — a pena be worth while, be worth the trouble  
 o valor [valɔɾ] value  
 o vapor [vɛpɔɾ] steam; steamboat  
 vários, -as [vãriu, -ɐs] various, different; several  
 velho, -a [vɛʎu, -ɐ] aged, old  
 a venda [vɛnda] sale  
 vender [vɛndaɾ] to sell  
 Vendedor. = venerador  
 venerador [vinɛɾɔɾ] respectfully, sincerely (*used in correspondence*)  
 o vento [vɛntu] wind; fazer —, to be windy  
 o verão, pl. -ões [virẽu, -õis] summer  
 a verdade [vɛɾdadɪ] truth  
 verdadeiramente [vɛɾdɛdɛmɛntɪ] really, truly  
 verdadeiro, -a [vɛɾdɛdɛiru, -ɐ] real, genuine (*before noun*); true (*after noun*)  
 vermelho, -a [vɛɾmɛʎu, -ɐ] red  
 vestir [vistɪɾ] to put on (*clothing*); — *se* get dressed, dress oneself  
 a vez [vez] time; às —es sometimes; muitas —es often; em — de instead of; algumas —es sometimes; uma —, duas —es, *etc.*

once, twice, *etc.*; outra —, again;  
 de — em quando now and again  
 a viagem [vɨaʒɐ̃] voyage, trip; fazer  
 uma —, to take a trip  
 o viajante [vɨɐʒɐ̃tɨ] traveler  
 viajar [vɨɐʒar] to travel  
 a vida [vidɐ] life  
 vigésimo, -a [vɨʒezimu, -ɐ] twen-  
 tieth  
 o vinho [vinu] wine  
 vinte [vintɨ] twenty  
 vir [vir] to come; — a (+ *infin.*)  
 come to, get to (+ *infin.*)  
 a visita [vɨzɨtɐ] visit, call; sala de —s  
 living room  
 visitar [vɨzitar] to visit  
 a vista [vistɐ] sight; view  
 viver [viver] to live  
 vivo, -a [vivu, -ɐ] lively; living  
 Vnrs. = veneradores  
 voar [vɔar] to fly  
 você [vɔse] you  
 a volta [vɔltɐ] turn; bilhete de ida e

—, round-trip ticket; dar uma  
 —, to take a turn, walk; estar de  
 —, be back  
 voltar [vɔltar] to turn; return; —  
 a (+ *infin.*) to . . . again  
 vos [vus] you, to you (*obj. of verb*)  
 vós [vɔs] you (*subj. of verb and obj.*  
*of preposition*)  
 Vossa Excelência [vɔsɐ ɨsɨlɛ̃sɨ] you  
 (*formal*)  
 Vossa Senhoria [vɔsɐ sɨɲɔriɐ] you  
 (*in business correspondence*)  
 vosso, -a [vɔsu, -ɐ] your, yours

## W

Washington [ʔaʃɨntɔn] Washington

## Z

zangar-se [zɐ̃ŋgar-sɨ] to get angry  
 o zero [zeru] zero

# VOCABULARY

## English-Portuguese

### A

a um, uma; in —, num, numa; on —, num, numa

able: to be —, poder

about quase, quási; cêrca de

accept aceitar

accompany acompanhar

accord: —ing conforme; —ing to segundo

account a conta; on — of por

acknowledge acusar

acquaint: to be —ed with conhecer

acquire ganhar

address a direcção; o enderêço

advantage: to take — of utilizar

advertisement o anúncio

advice o conselho

advise aconselhar

affection o afecto; a estima

after depois; depois de; depois que

afternoon a tarde; in the —, de (pela) tarde

afterward depois

again outra vez; to ... again voltar a (+ *inf.*)

age a idade

aged velho, -a

agency a agência

agitated agitado, -a

agreeable agradável

air o ar

airplane o avião, *pl.* -ões

all todo, tóda; tudo; — that which quanto, -a; — those who quantos, -as; — who quantos, -as

allow permitir

ally aliado, -a

almost quase, quási

alone só

along: — with juntamente

already já

also também

although ainda que; apesar de

always sempre

America América

among entre

amuse: to — oneself divertir-se

amusing engraçado, -a

and e

angry: to get —, zangar-se

Anna Ana

another outro, -a

answer a resposta

answer responder

any alg-um, -uma, *pl.* -uns, -umas; qualquer, *pl.* quaisquer

anybody alguém

anyone alguém; qualquer, *pl.* quaisquer

anything alguma coisa, algo

appear parecer

appearance a aparência

appetizing gostoso, -a

appreciate apreciar

approaching próximo, -a

appropriate apropriado, -a

April abril *m.*

arise levantar-se

arithmetic a aritmética

arrange arranjar

arrival a chegada

arrive chegar

as como; pois; — soon —, assim que; — long —, enquanto que

ask perguntar; to — for pedir

assure assegurar

at a

attention: to call — to marcar

August agosto *m.*

aunt a tia  
author o escritor  
autocar o ônibus  
automobile o automóvel  
autumn o outono  
avenue a avenida  
await esperar  
axis o eixo  
axle o eixo

## B

back: to be —, estar de volta  
bad mau, má  
badly mal  
baggage a bagagem  
balance o saldo  
balance saldar  
baptize batizar  
basket a cesta  
bath o banho  
bathroom o quarto de banho  
bay a baía  
be achar-se; estar; ser; (*impersonal*)  
  have; to — all right estar bem; —  
  good ser bom, boa; — warm, hot  
  (*of the weather*) fazer calor; — warm,  
  hot, etc. (*of a person*) ter calor, etc.;  
  — well estar bom  
beach a praia  
bean o bago  
beautiful belo, -a; bonito, -a; formoso,  
  -a  
because porque; — of a causa de  
become tornar-se  
bed a cama  
bedroom o quarto de cama; o quarto  
  de dormir  
beef a carne de vaca, rosbife  
beefsteak o bife  
before antes (de), (que)  
begin começar; principiar  
believe crer; to — so (not) crer que  
  sim (não)  
beloved querido, -a  
below abaixo  
bench o banco  
beside junto (de)  
besides além disso; além de  
better melhor  
better melhorar

Betty Isabel  
between entre  
beverage a bebida  
beyond além  
big grande  
bill a conta; a factura; — of fare a  
  lista; o menú; o cardápio  
billion o bilhão, *pl.* -ões (*or* bilião, *pl.*  
  -ões)  
black preto, -a  
blackboard a pedra; o quadro preto  
blanket o cobertor  
blind cego  
blue azul  
board: to be on —, estar a bordo  
boat o barco  
book o livro  
bookstore a livraria  
born: to be —, nascer  
both ambos, -as  
bounded: to be —, limitar-se; be —  
  by limitar-se com  
box a caixa  
boy o menino; o moço  
brand a marca  
Brazil o Brasil  
Brazilian brasileiro, -a  
bread o pão, *pl.* pães  
break: to — out declarar-se  
breakfast primeiro (pequeno) almoço  
bring trazer; to — up subir  
broad largo, -a  
brother o irmão  
brush o mato  
build construir  
building o edifício  
“bus” o ônibus  
business o negócio  
bustling animado, -a  
but mas  
butter a manteiga  
buy comprar  
by de; por; — the pelo, pela

## C

call a visita  
call chamar; to be —ed chamar-se;  
  — attention to marcar  
can poder; saber

capital a capital  
 car: dining —, o vagão-restaurante;  
 railroad —, o vagão; sleeping —,  
 o vagão-leito  
 care o cuidado  
 carry levar  
 case o caso  
 cashier o caixa; o caixeiro  
 catch pilhar; to — cold pilhar uma  
 constipação  
 cattle raiser o criador  
 cause a causa  
 cease deixar de (+ *infin.*)  
 cent o centavo  
 center o centro  
 certain certo, —a  
 certainly pois não  
 chair a cadeira; arm—, cadeira de  
 braços  
 chalk o giz  
 Charles Carlos  
 chauffeur o chauffeur  
 cheap barato, —a  
 check o cheque  
 chiffonier a cómoda  
 child a criança; o menino, a menina  
 children os filhos  
 choice a escolha  
 choose escolher  
 city a cidade  
 class a classe; a aula  
 classroom a aula  
 clean limpo, —a  
 clean lavar; limpar  
 clerk o empregado  
 clock o relógio  
 close fechar  
 cloth a fazenda; table—, a toalha de  
 mesa  
 clothes a roupa; ready-made —, a  
 roupa feita; suit of —, o terno  
 coal o carvão (de pedra)  
 coast a costa  
 coat o paletó  
 cocoa o cacau  
 coffee o café; — tree o cafeeiro  
 coin a moeda  
 cold a constipação; to catch —, pilhar  
 uma constipação; have a —, estar  
 constipado, —a

cold o frio; to be — (of a person) ter  
 frio; be — (of the weather) fazer frio;  
 be — (of a thing) ser (estar) frio  
 Columbus (Christopher) Colombo  
 (Cristóvão)  
 come vir; to — in entrar (em); — to  
 vir a (+ *infin.*); — with acompanhar  
 comfortable confortável  
 command mandar  
 commercial comercial  
 company a companhia  
 competition a concorrência  
 condition a condição, *pl.* —ões  
 conductor (on train) o guarda  
 confidence a confiança  
 consequence a consequência  
 considerable avultado, —a  
 consult consultar  
 continue continuar  
 contrary contrário, —a  
 convenient conveniente; to be —, con-  
 vir  
 conversation a conversação, *pl.* —ões  
 cook o cozinheiro, a cozinheira  
 cook cozinhar  
 corner a esquina  
 correct corrigir  
 correctly correctamente  
 cost custar  
 country o país, *pl.* países; — (as op-  
 posed to city) o campo  
 course o curso; o prato  
 courteous atento, —a; cortês  
 cousin o primo, a prima  
 cover cobrir  
 cow a vaca  
 cravat a gravata  
 credit o crédito  
 cultivate cultivar  
 cup a chávena  
 custom o costume

## D

daughter a filha  
 day o dia; — after tomorrow depois de  
 amanhã; — before yesterday ante-  
 ontem; good —, bons dias or bom  
 dia  
 dead morto, —a

deal: a great —, muito  
 dear caro, -a; querido, -a  
 debit o débito  
 debt o débito  
 December dezembro *m.*  
 decide resolver  
 declare declarar; be —d declarar-se  
 delicacy delícia  
 delight delícia  
 departure a partida  
 descend descer  
 desire desejar  
 desk: writing —, a secretária  
 dessert a sobremesa  
 devoted atento, -a  
 die morrer  
 different vários, -as  
 difficult difícil  
 difficulty a dificuldade  
 diligent aplicado, -a; to be —, ser  
 aplicado  
 dine jantar  
 dinner o jantar  
 direction a direcção  
 direction o sentido; in the opposite —,  
 em sentido contrário  
 directly logo  
 discover descobrir  
 discoverer o descobridor  
 disembark desembarcar-se  
 disposed disposto, disposta  
 distance a distância  
 distant longe  
 divide dividir  
 do fazer  
 dock o cais  
 doctor o doutor  
 dog o cão, *pl.* cães  
 dollar o dólar  
 door a porta  
 doubt a dúvida  
 doubt duvidar  
 draw: to — away afastar-se  
 dress: to — oneself vestir-se  
 dressed: to get —, vestir-se  
 drink a bebida  
 drink beber  
 driver o motorista  
 dry seco, -a  
 dry limpar; secar; enxugar

during durante  
 dwell morar

## E

each cada; — one cada um  
 early cedo  
 earn ganhar  
 earth a terra  
 East o leste (*or* este)  
 easy fácil  
 eat comer  
 eight oito; — hundred oitocentos, -as  
 eighteen dezoito  
 eighth oitavo, -a  
 eighty oitenta  
 electric eléctrico, -a  
 elevator o elevador  
 eleven onze  
 eleventh undécimo, -a  
 Elizabeth Isabel  
 embark embarcar  
 embrace abraçar; abranger  
 employment o emprêgo  
 enclosed incluso, -a  
 end terminar; to — up ir ter; ter dar  
 English inglês, inglesa  
 enjoy gozar  
 enough bastante; to be good — to ter  
 a bondade de  
 enter entrar (em)  
 envelope o envelope, o sobrescrito  
 equal igual  
 equally igualmente  
 erase apagar  
 eraser o apagador  
 esteem a estima  
 esteem estimar  
 esteemed prezado, -a  
 even mesmo, -a  
 even: — if ainda que  
 evening: early —, a tarde; late —, a  
 noite  
 every cada; todo, -a; — one cada um  
 everybody todo o mundo  
 everything tudo  
 Excellency Exa., Excelência  
 excellent excelente  
 exchange: in — for por  
 exclaim exclamar  
 excuse desculpar

exercise o exercício; — book o caderno  
 expect esperar; to be —ed dever  
 expectation a expectativa  
 expensive caro, —a  
 experience a experiência  
 experiment a experiência; by way of  
 —, a título de experiência  
 explain explicar  
 extend estender-se  
 eye o olho, *pl.* os olhos

## F

face a cara  
 factory a fábrica  
 fail: to — to deixar de (+ *infin.*)  
 fall o outono  
 fall cair  
 family a família  
 famous famoso, —a  
 far longe  
 fare a passagem; bill of —, a lista, o  
 menú  
 farewell adeus  
 farm: large —, a fazenda  
 farmer o lavrador  
 fast depressa  
 father o pai  
 favor o favor  
 favorable favorável  
 favorite favorito, —a  
 fear recear; temer  
 February fevereiro *m.*  
 feel sentir(-se)  
 Ferdinand Fernando  
 few poucos, —as; alguns, algumas  
 fewer menos  
 fields os campos  
 fifteen quinze  
 fifth quinto, —a  
 fifty cinquenta  
 financial financeiro, —a  
 find achar; encontrar; to — oneself  
 achar-se  
 fine belo, —a  
 finger o dedo  
 finish acabar  
 first primeiro, —a; primeiramente; at  
 —, primeiramente  
 fish o peixe

fish pescar  
 five cinco; — hundred quinhentos, —as  
 floor o andar; ground —, andar térreo;  
 o rés-do-chão; upper —, andar de  
 cima  
 fly voar  
 follow seguir  
 following a seguida  
 following seguinte  
 fond: to be — of querer a; have —  
 memories ter saudades  
 food a comida  
 foot o pé; on —, a pé  
 footwear o calçado  
 for para, por; pois  
 forbid proibir  
 foreign estrangeiro, —a  
 foreigner estrangeiro, —a  
 forget esquecer-se (de)  
 fork o garfo  
 form o feito  
 formerly antes  
 forty quarenta  
 forward adiante  
 found fundar; to be —, encontrar-se  
 founding a fundação  
 four quatro; — hundred quatrocentos,  
 —as  
 fourteen catorze  
 fourth quarto, —a  
 French francês, francesa  
 frequently frequentemente  
 Friday a sexta-feira  
 friend o amigo, a amiga; little —, o  
 amiguinho, a amiguinha  
 from de; a; — the do(s), da(s)  
 frontier a fronteira  
 full cheio, —a  
 funny engraçado, —a  
 furnace o calorífero  
 furniture *pl.* os móveis; piece of —, o  
 móvel  
 further: — yet mais adiante

## G

gain ganhar  
 garden o jardim  
 general geral  
 gentleman o senhor



genuine verdadeiro, -a (*before noun*)  
 geography a geografia  
 get buscar; chamar; pilhar; to —  
   angry zangar-se; — seasick enjoar;  
   — to ir ter; ter dar; vir a (+ *infin.*);  
   — up levantar-se; go and — ir  
   buscar  
 girl a menina; a moça  
 give dar  
 glad contente; to be —, ficar contente;  
   estimar; be — to ter gosto em, ter  
   prazer em  
 gladly com muito prazer  
 glass o copo  
 go andar; ir; partir; passar; to —  
   and ir (+ *infin.*); — and get ir  
   buscar; — away ir-se embora; —  
   down descer; — in entrar (em); —  
   on foot ir a pé; — out sair; — out  
   into sair para; — through percorrer;  
   — to bed deitar-se; — up subir  
 goat a cabra  
 gold o ouro  
 good bom, boa; to be — enough to ter  
   a bondade de  
 good-by adeus; até logo; to say —  
   (to) despedir-se (de)  
 goodness a bondade  
 gradually pouco a pouco  
 grain o bago  
 grammar a gramática  
 grandfather o avô  
 grandmother a avó  
 grandparents os avós  
 grant conceder; —ed that dado o caso  
   que; dado que  
 grateful: to be — for agradecer  
 great grande  
 greater maior  
 ground: — floor andar térreo; o rés-  
   do-chão  
 grow crescer; cultivar; dar-se

## H

habit o costume  
 half a metade  
 half meio, -a  
 hand a mão, *pl.* mãos  
 handkerchief o lenço

handsome belo, -a; formoso, -a  
 happy contente; to be —, ficar con-  
   tente  
 hard difícil; — worker aplicado  
 hardly mal  
 hardworking: to be —, ser aplicado  
 hat o chapéu  
 hate odiar  
 have ter; haver  
 he êle  
 headache dor de cabeça  
 hear ouvir; to — (it) said ouvir dizer  
 heat o calor  
 heat aquecer  
 held: to be —, realizar-se  
 help ajudar  
 Henry Henrique  
 her a (la, na); ela; sua; to —, lhe  
 herdsman o pastor  
 here aqui; cá  
 hers sua, seu; dela  
 herself se; si  
 high alto, -a  
 highway a estrada de rodagem  
 him o (lo, no); êle; to —, lhe  
 himself se; si  
 his seu, sua; dêle  
 history a história  
 hither cá  
 holiday dia feriado; o feriado  
 home: at —, em casa; at the — of  
   em casa de; (to) —, para casa  
 homesick: to be —, ter saudades de  
 honor honrar  
 hope esperar; — so esperar que sim  
 horse o cavalo  
 hot quente; to be — (*of the weather*)  
   fazer calor; (*of a person*) ter calor;  
   (*of a thing*) ser (estar) quente  
 hotel o hotel  
 hour a hora  
 house a casa  
 how como; — are you? como está  
   (vai, passa)?  
 how! quê!  
 however todavia; porém  
 Hunchback Mountain o Corcovado  
 hundred cem; cento (*in combination*).  
 hundredth centésimo, -a  
 hunger a fome

hungry: to be —, ter fome  
 husband o espôso, *pl.* esposos; o marido

## I

I eu  
 idea: what is your —? que lhe parece?  
 if se; si; — only! oxalá (que)  
 ill doente  
 import importar  
 importance a importância  
 important importante; avultado, —a;  
 to be —, importar  
 improve melhorar  
 in em; — order to afim de, para  
 inclined disposto, disposta  
 include abranger  
 included incluso, —a  
 indeed: yes —, pois sim  
 Indian o índio  
 indicated indicado, —a  
 indigenous originário, —a  
 industrious aplicado, —a  
 inform informar  
 inhabitant o habitante  
 ink a tinta  
 install oneself acomodar-se  
 instead: — of em vez de  
 insure assegurar  
 intelligent inteligente  
 intend pensar  
 interesting interessante  
 introduce apresentar; introduzir  
 invitation o convite  
 invite convidar  
 invoice a factura  
 iron o ferro  
 it êle, ela; o (lo, no), a (la, na)  
 its seu, sua; dêle, dela  
 itself se; si

## J

January janeiro *m.*  
 Jesuit o jesuita  
 John João  
 Johnny Joãozinho  
 July julho *m.*  
 June junho *m.*  
 just acabar de (+ *inf.*); só

## K

key a chave  
 kind estimado, —a; (*letter*) prezado  
 kindness a bondade  
 king o rei  
 kitchen a cozinha  
 knife a faca  
 know conhecer; saber; to — how to  
 saber  
 knowledge os conhecimentos  
 known: well—, afamado, —a

## L

laborer o trabalhador  
 lack a falta  
 lady a senhora; young —, a moça; a  
 senhorinha; a senhorita  
 lake o lago  
 land a terra  
 language a língua  
 large grande  
 larger maior  
 last passado, —a; ultimo, —a; — month  
 o próximo passado  
 late tarde  
 laugh rir  
 lawyer o advogado  
 lazy preguiçoso, —a  
 leaf a fôlha  
 learn aprender  
 least menos  
 leave partir; sair; to — for sair para  
 left esquerdo, —a  
 less menos  
 lesson a lição  
 let deixar; permitir  
 letter a carta  
 liberty a liberdade  
 lie: to — down deitar-se  
 life a vida  
 lift levantar; levar; subir  
 light a luz  
 like como  
 like gostar; querer a  
 limit limitar; to be —ed limitar-se  
 line a linha  
 Lisbon Lisboa  
 list a lista

listen escutar  
 literature a literatura  
 little pequeno, -a; pouco, -a; — by —, pouco a pouco  
 little *adv.* pouco  
 live morar; viver  
 lively vivo, -a; animado, -a  
 living vivo, -a  
 long comprido, -a; as — as enquanto que; to — for ter saudades de  
 longer: no —, já não  
 longing a saudade  
 look: to — at olhar para; — for procurar  
 lose perder  
 Louis Luiz  
 low baixo, -a  
 lunch o almoço; *pl.* almoços  
 lunch almoçar

## M

made: to be —, tornar-se  
 maid a criada  
 mail o correio  
 make fazer; tornar  
 mama a mamã  
 man o homem; young —, o moço  
 manner a maneira  
 manufacture fabricar  
 manufacturer o fabricante  
 many muitos, -as; as (so) —, tantos, -as; how —, quantos, -as  
 March março *m.*  
 market o mercado  
 Mary Maria  
 material a fazenda  
 matriculate imatricular-se  
 matter: what's the —? que há?  
 matter importar  
 May maio *m.*  
 may poder  
 me me; mim; to —, me  
 meal a comida  
 meaning o sentido  
 measure a medida  
 meet encontrar; encontrar-se com; — with dar com  
 memories: to have fond —, ter saudades

memory a lembrança  
 mentioned indicado, -a  
 menu o menü  
 midnight meia-noite  
 milk o leite  
 million milhão, *pl.* -ões  
 mine meu(s), minha(s)  
 minus menos  
 minute o minuto  
 mirror o espelho  
 Miss a senhorinha; a senhorita  
 mistake o erro; a falta; to be —n enganar-se  
 moment o momento; at that —, neste momento  
 Monday a segunda-feira  
 monetary monetário, -a  
 money o dinheiro; a moeda  
 month o mês, *pl.* meses; last —, o mês próximo passado  
 moon a lua; the — is shining faz lua; the — sets a lua põe-se  
 more mais; — than mais de; no —, já não  
 moreover além disso  
 morning a manhã; good —, bons dias; bom dia; in the —, de (or pela) manhã  
 most a maior parte  
 mother a mãe; a mamã  
 motorman o motorista  
 mountain a montanha  
 "movies" o cinema  
 Mr. o senhor  
 Mrs. a senhora  
 much muito, -a; *adv.* muito; as (so) —, tanto, -a; how —, quanto, -a; too — to muito para; very —, muito  
 multiply multiplicar  
 music a música  
 must dever  
 mutual mútuo, -a  
 my meu(s), minha(s)

## N

name o nome; to be —d chamar-se  
 napkin o guardanapo  
 narrow estreito, -a  
 nation o país, *pl.* países

national nacional  
 native originário, -a  
 near cerca; perto (de); próximo, -a  
 necessary necessário, -a; to be —, ser preciso; be — to haver que  
 necktie a gravata  
 need precisar (de)  
 needed preciso, -a  
 neither: — ... nor nem ... nem  
 nephew o sobrinho  
 never nunca  
 new novo, -a  
 newspaper o jornal  
 next em seguida; próximo, -a; — to junto (de)  
 nice lindo, -a  
 niece a sobrinha  
 night a noite; in the —, de (or pela) noite  
 nine nove; — hundred novecentos, -as  
 nineteen dezenove (dezanove)  
 ninety noventa  
 ninth nono, -a  
 no nenhum, nenhuma; — one ninguém  
 no não; — longer já não; — more já não  
 nobleman o fidalgo  
 nobody ninguém  
 none nenhum, nenhuma  
 noon meio-dia  
 nor nem; neither ... —, nem ... nem  
 north o norte  
 not não  
 notable notável  
 note notar  
 notebook o caderno  
 nothing nada  
 November novembro *m.*  
 now agora; já; ora; — and again de vez em quando  
 number o número

## O

obliged obrigado, -a; much —, muito obrigado, -a  
 observe notar  
 obtain obter  
 occasion a ocasião, *pl.* -ões

ocean o mar  
 o'clock a hora  
 October outubro  
 of de; — a, — one dum, duma  
 offer oferecer  
 office o escritório  
 often muitas vezes  
 oh: — that! oxalá (que)  
 old velho, -a; to be ... years —, ter ... anos  
 on em; sobre  
 once uma vez; at —, já; logo  
 one um, uma; se; the —, o, a  
 oneself se; si  
 only não mais que; só; somente  
 open: —ed, aberto, -a  
 open abrir  
 Oporto Porto  
 opportunity a ocasião, *pl.* -ões  
 opposite contrário, -a  
 or ou  
 orange a laranja  
 order: in — to afim de; para  
 order mandar; pedir  
 orthography a ortografia  
 other outro, -a  
 ought dever  
 our nosso, -a  
 ours nosso, -a  
 over sobre  
 owe dever

## P

pain a dor; a pena  
 pale pálido, -a  
 pan a caçarola  
 paper o papel  
 par: at —, ao par  
 pardon desculpar  
 parents os pais  
 part a parte  
 pass passar  
 passage a passagem  
 passenger o passageiro  
 past passado, -a  
 Paul Paulo  
 pay o ordenado  
 pay pagar  
 payment o pagamento  
 pen a pena

pencil o lápis  
 people o mundo; o povo  
 peopled povoado, -a  
 perhaps talvez  
 Pernambuco Pernambuco  
 person a pessoa  
 physician o médico  
 piano o piano  
 picture o quadro  
 pillow a almofada  
 pity a pena; it's a —, é pena  
 place o lugar; to take —, realizar-se  
 plant a planta  
 plantation a fazenda  
 planter o fazendeiro  
 plate o prato  
 play brincar; to — (*piano, etc.*) tocar  
 pleasant agradável  
 please faça favor; tenha a bondade de;  
 to —, agradar  
 pleasing gostoso, -a  
 pleasure o gosto; o prazer; to take —  
 in ter gosto em; ter prazer em;  
 with —, com muito prazer  
 poem o poema  
 point apontar; to — out marcar  
 polite cortês  
 poor pobre  
 poorly mal  
 populated povoado, -a  
 port o porto  
 Portuguese português, portuguesa  
 position o emprêgo  
 post office o correio  
 pot a panela  
 potato a batata  
 prefer preferir  
 prepare preparar  
 prescription a receita  
 present atual  
 present apresentar  
 president o presidente  
 pretty bonito, -a; lindo, -a  
 price o preço  
 problem o problema  
 produce produzir; to be —d dar-se;  
 produzir-se  
 product o produto (*or* *product*)  
 professor o professor, a professora  
 proper conveniente

propose propor  
 protect oneself abrigar-se  
 protection a proteção  
 provide: —d that contanto que; sem-  
 pre que  
 publish publicar  
 pupil o aluno, a aluna  
 put pôr; to — in introduzir; — in  
 order arranjar; — on (*shoes*) calçar;  
 (*clothing*) vestir

## Q

quality a qualidade  
 quarter quarto, -a  
 question a pergunta; a questão  
 quickly depressa  
 quite muito; bastante

## R

railway a estrada de ferro; o caminho  
 de ferro  
 rain a chuva  
 rain chover  
 rainy chuvoso, -a  
 read ler  
 reading a leitura; — book livro de  
 leitura  
 ready pronto, -a; —-made clothes a  
 roupa feita  
 real verdadeiro, -a  
 realize realizar-se  
 really verdadeiramente  
 reason a razão  
 receipt a recepção  
 receive receber  
 recite: to — the lesson dar a lição  
 red vermelho, -a  
 reference a referência  
 regards a lembrança; os respeitos  
 region a região  
 register imatricular-se  
 regret sentir(-se)  
 remain ficar  
 remember lembrar; lembrar-se (de)  
 rent alugar  
 repeat repetir  
 reply a resposta  
 reply responder  
 republic a república

request o pedido  
 require pedir  
 resolve resolver  
 respect o respeito  
 rest descansar(-se)  
 restaurant o restaurante  
 return voltar  
 review rever  
 rich rico, -a  
 ride: to take a —, dar um passeio  
 right direito, -a  
 right a razão; all —, está bem; to be —, ter razão; be all —, estar bem  
 Rio de Janeiro o Rio de Janeiro  
 rise: the sun (moon) —s o sol (a lua)  
       nasce  
 river o rio  
 road o caminho; a estrada; motor —, a estrada de rodagem  
 room o quarto; a sala; dining —, sala de jantar; living —, sala de visitas; —s of house, as divisões  
 rough agitado, -a  
 route a carreira; (sea) —, a rota  
 run correr; to — into dar com

## S

sad triste  
 saint santo, -a  
 St. Sebastian São Sebastião  
 salary o ordenado  
 sale a venda  
 same mesmo, -a  
 sample a amostra  
 Saturday o sábado  
 save poupar  
 say dizer; to — good-by (to) despedir-se (de); — so (not) dizer que sim (não)  
 scarcely mal  
 school a escola; municipal (public) —, a escola municipal  
 sea o mar  
 season (of year) a estação  
 seat o assento; o lugar  
 second segundo, -a  
 seek procurar  
 seem parecer  
 select escolher

selection a escolha  
 self mesmo, -a  
 sell vender  
 send enviar; mandar  
 sense o sentido  
 September setembro m.  
 servant o criado, a criada  
 serve servir  
 set: the sun (moon) —s o sol (a lua)  
       põe-se  
 settle saldar  
 seven sete; — hundred setecentos, -as  
 seventeen dezessete (dezassete)  
 seventh sétimo, -a  
 seventy setenta  
 several vários, -as  
 shape o feitio  
 she ela  
 sheet o lençol  
 shelter oneself abrigar-se  
 shepherd o pastor  
 ship o navio  
 shirt a camisa  
 shoe o sapato  
 shop a loja; to go —ping ir fazer compras  
 short curto, -a; pouco, -a  
 should dever  
 show mostrar  
 shut fechar  
 sick doente; to get sea—, enjoar  
 side o lado  
 sideboard o aparador  
 sight a vista  
 silver a prata  
 sir senhor  
 sister a irmã  
 sit: to — down acomodar-se; sentar-se  
 six seis; — hundred seiscentos, -as  
 sixteen dezesseis (dezasseis)  
 sixth sexto, -a  
 sixty sessenta  
 sleep o sono; to be —y ter sono  
 sleep dormir  
 sleeve a manga  
 slowly devagar  
 small pequeno, -a  
 smaller menor  
 smoke fumar  
 snow a neve

so assim; tanto, -a; tão; — as de  
maneira que; de modo que; — *that*  
de maneira que; de modo que  
soap o sabão  
sofa o sofá  
some alg-um, -uma; *pl.* -uns, -umas  
somebody alguém  
someone alguém  
something alguma coisa, algo  
sometimes algumas vezes; às vezes  
son o filho  
soon cedo; logo; as — as assim que;  
logo que  
sorrow a dor  
sorry: to be —, sentir(-se)  
soup a sopa  
south o sul  
speak falar  
spelling a ortografia  
spend passar  
spite: in — of apesar de  
spoon a colher; tea—, a colherinha  
spring a primavera  
start principiar; to — off pôr-se em  
movimento  
state o estado  
statement (*of account*) o relatório  
station a estação  
stay ficar  
steam o vapor; —boat o vapor  
still ainda  
stone a pedra  
stop deixar de (+ *infin.*); parar  
store a loja  
story o andar; upper —, andar de cima  
straight direito, -a; — ahead *adv.*  
direito  
street a rua  
streetcar o bonde  
stretch: to — out estender-se  
strike (*of a clock*) dar  
strong forte  
student o aluno, a aluna  
study o escritório  
study estudar  
subscribe: to — oneself subscrever-se  
(*in correspondence*)  
such (a) tal  
sugar o açúcar (assúcar)  
Sugar Loaf Mountain o Pão de Açúcar

suggest propor  
suitable apropriado, -a; to be —,  
convir  
summer o verão; o estio  
sun o sol; the — is shining faz sol;  
the — rises o sol nasce; the — sets  
o sol põe-se  
Sunday domingo  
supper: to have —, ceiar  
sure certo, -a; to be — of estar certo de

## T

table a mesa; desk —, a mesa; dress-  
ing —, o toucador; —cloth toalha  
de mesa  
tablespoonful a colherada  
tailor o alfaiate  
tailor shop a alfaiataria  
take tomar; (*of time*) levar; to — (*a  
course of study*) seguir; — a trip  
fazer uma viagem; — a turn dar  
uma volta; — a walk or ride dar  
um passeio; — advantage of utilizar;  
— leave (*of*) despedir-se (*de*); —  
off tirar; — place realizar-se; —  
pleasure in ter gosto (prazer) em  
taste o gosto  
tasty gostoso, -a  
taxi o taxi  
tea o chá  
teach ensinar  
teacher o professor, a professora  
tear a lágrima  
tear rasgar  
ten dez  
tenth décimo, -a  
than de; que; do que  
thank agradecer  
thanks obrigado, -a; many —, muito  
obrigado  
that aquele, -a; aquilo; êsse, essa;  
isso; *conj.* que; all — which quanto,  
-a; in —, naquele, -a; naquilo;  
nesse, nessa; nisso; of —, daquele,  
-a; daquilo; dêsse, dessa; disso;  
— (one) aquele, -a; êsse, essa  
the o, a; *pl.* os, as; in —, no, na, *pl.*  
nos, nas; of —, do(s), da(s); on —,  
no(s), na(s); to —, a, ao, às, aos

- thee te; ti; to —, te  
 their(s) seu(s), sua(s)  
 them êles, elas; os, as (los, las, nos, nas); to —, lhes  
 themselves se; si  
 then depois; em seguida; então; logo; pois; right —, neste momento  
 there aí; ali; lá; — is, — are há  
 these êstes, estas; — (ones) êstes, estas; in —, nêstes, nestas; of —, dêstes, destas  
 they êles, elas; — who os (as) que  
 thine teu(s), tua(s)  
 thing a coisa  
 think crer; pensar; to — about pensar em; — so (not) crer que sim (não); — of pensar; pensar em; what do you —? que lhe parece?  
 third terceiro, —a, têtço  
 thirst a sêde; to be —y ter sêde  
 thirteen treze  
 thirtieth trigésimo, —a  
 thirty trinta  
 this êste, esta; — one êste, esta; in —, nêste, nesta; nisto; of —, dêste, desta; disto  
 thither lá  
 those aqueles, —as; êsses, essas; all — who quantos, —as; in —, naqueles, —as; nêsses, nessas; of —, daqueles, —as; dêsses, dessas; — (ones) aqueles, —as; êsses, essas; — who os (as) que  
 thou tu  
 thousand mil  
 thousandth milésimo, —a  
 three três; — hundred trezentos, —as  
 throat a garganta; sore —, dor de garganta  
 through por; — the pelo, pela; to go —, percorrer  
 Thursday a quinta-feira  
 thus assim  
 thy teu(s), tua(s)  
 ticket o bilhete; one-way —, bilhete de ida; round-trip —, bilhete de ida e volta  
 till até  
 time o tempo; a vez; at what —? a que horas? — of day as horas; to have a good —, divertir-se; what — is it? que horas são?  
 timetable o horário  
 tired cansado, —a  
 to a; em; para; até  
 tobacco o tabaco  
 today hoje  
 together juntamente  
 tomorrow amanhã; day after —, depois de amanhã; — afternoon amanhã de tarde  
 tongue a língua  
 too também  
 tooth o dente  
 toothache dor de dentes  
 top o alto; a cima  
 touch tocar  
 towel a toalha  
 town a povoação  
 train o comboio; o trem  
 transportation o transporte  
 travel viajar  
 traveler o viajante  
 traverse percorrer  
 treat tratar  
 tree a árvore  
 trip a carreira; a viagem; to take a —, fazer uma viagem  
 trouble a pena; to be worth the —, valer a pena  
 trouble incomodar  
 trousers as calças  
 true verdadeiro, —a (*after noun*); to come —, realizar-se  
 truly verdadeiramente  
 truth a verdade  
 try tratar  
 Tuesday a terça-feira  
 turn a volta  
 twelve doze  
 twentieth vigésimo, —a  
 twenty vinte  
 twice duas vezes  
 two dois; duas; — hundred duzentos, —as  
 U  
 uncle o tio  
 under sob



undergrowth o mato  
 underline sublinhar  
 understand compreender  
 unit a unidade  
 United States os Estados Unidos  
 unity a unidade  
 unless a menos que; a não ser que  
 until antes que; até que  
 unusual notável; what is there —?  
     que há de notável?  
 upon sobre  
 Uruguayan uruguaiano, -a  
 us nos; nós; to —, nos; with —, con-  
     nosco  
 U.S.A. E.U.A.  
 use o emprêgo; o uso; to make — of  
     usar (de), utilizar  
 use usar (de); utilizar  
 useful útil

## V

vacation as férias  
 value o valor  
 value estimar  
 valued prezado, -a  
 various vários, -as  
 very muito; not —, pouco  
 view a vista  
 visit visitar  
 voyage a viagem

## W

wait: to — for esperar  
 waiter o criado; o garção  
 waitress a criada  
 wake: to — up acordar  
 walk a ida; o passeio; to take a —,  
     dar um passeio  
 walk andar; passear  
 wall a parede  
 want desejar; querer  
 war a guerra  
 warm quente; to be — (of the weather)  
     fazer calor; be — (of a person) ter  
     calor; be — (of a thing) ser (estar)  
     quente  
 warm aquecer  
 wash lavar

Washington Wáshington  
 watch o relógio  
 water a água  
 wave: to — at agitar para  
 way a maneira; on the — to a caminho  
     de  
 way: by — of a título de; that —, por  
     ali; this —, por aqui  
 we nós  
 wear levar  
 weather o tempo; to be good (bad,  
     etc.) —, fazer bom (mau, etc.) tempo  
 Wednesday a quarta-feira  
 week a semana  
 weigh pesar  
 well bem; pois; pois bem; very —,  
     está bem; to be —, estar bem  
 well: —-known afamado, -a  
 West o oeste  
 wharf o cais  
 what qual, pl. quais; que; —! quê!  
 whatever qualquer; — may be seja o  
     que fôr  
 when quando; a que horas  
 where onde; (to) —, aonde; — to?  
     para onde?  
 whereas ao passo que  
 which qual, pl. quais; que; of —, cujo,  
     -a  
 while ao passo que; enquanto; em-  
     quanto que  
 white branco, -a  
 who qual, pl. quais; que; quem; all  
     —, quantos, -as; those —, os (as)  
     que  
 whoever quemquer (que)  
 whom qual, pl. quais; que; quem  
 whose de quem; cujo, -a  
 why porque; —? porquê?  
 wide largo, -a  
 wife a espôsa, pl. espôsas; a mulher;  
     a senhora  
 wind o vento; to be —y fazer vento  
 window a janela  
 wine o vinho  
 winter o inverno  
 wipe limpar  
 wish desejar; querer; I —, oxalá (que)!  
 with com; a; — him, her, it, you,  
     yourselves, themselves consigo; —

**thee** contigo; — **us** conosco; —  
**you** convosco; — **me** comigo  
**withdraw** tirar  
**within** dentro (de)  
**without** sem  
**woman** a mulher  
**wool** a lã  
**word** a palavra  
**work** (*of art, music, etc.*) a obra  
**work** trabalhar  
**world** o mundo  
**worse** pior  
**worth: to be** —, valer  
**worth while: to be** —, valer a pena  
**would that!** oxalá  
**write** escrever  
**writer** o escritor

## Y

**year** o ano; **to be** . . . — **s old** ter . . . anos  
**yes** sim; — **indeed** pois sim  
**yesterday** ontem  
**yet** ainda; **todavia**  
**you** o senhor, a senhora, a senhorinha,  
     a senhorita, você, V. Exa., V. Sa.;  
     tu; *pl.* os senhores, *etc.*; vós; *dat.*  
     lhe, lhes; te, vos; *acc.* o (a, os, as);  
     te, vos  
**your(s)** seu(s), sua(s); teu(s), tua(s);  
     vosso(s), -a(s)  
**yourself** se; si  
**yourselves** se; si  
**zero** o zero

## Z

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